Shine On! Tests Introduction

The *Shine On!* tests track students' achievement throughout the school year, testing their knowledge of the core syllabus through a variety of activities including listening and speaking. The tests follow the *Shine On!* controlled reading and writing progression, ensuring students are always being assessed within their expected capacity and that the level of challenge progresses appropriately through the year.

Contents of the Tests

Shine On! offers the following tests:

- Unit tests 1–8: There are eight unit tests which cover the core vocabulary and grammar from each unit through graded exercises.
- Speaking tests: Every two units there is a one-to-one speaking test which assesses students' ability to produce the core vocabulary and/or grammar from the preceding two units.
- End-of-year tests: Comprehensive tests which cover the full year's syllabus. These are longer tests and reflect the knowledge and skills that the students have acquired through the year.

Each test offers a maximum of 10 points. The end-of-year tests are marked out of 20 points.

Differentiated for Mixed Ability

The *Shine On!* tests are differentiated for mixed ability classes, offering *On-level* (Yellow) and *Below-level* (Blue) versions of each test.

Differentiated tests ensure that all students are assessed in a way that should motivate and bring a sense of achievement. The tests focus on accuracy and an introduction to formal assessment, but students should be encouraged to see testing as a positive element of learning, helping them to identify both strengths and areas of their progress that may need a bit more effort. The *Below-level* (Blue) tests allow students who are nearly at the required level, but need extra support, to take a test alongside their peers and to map their personal progress. Differentiating in this way allows all students to focus on their own learning, making testing a positive, motivational tool.

It is up to you to decide which students take which level of tests. Please see the section on scoring below for further guidance about attainment levels. You can also make a judgment about when a transition may be desirable from one level to the other, based on performance but also on the confidence and engagement of individual students.

The listening tests can be administered simultaneously, as both versions of the test use the same recording, but the activities that students are expected to complete are tailored to two different levels of linguistic aptitude.

The speaking tests are also differentiated, with clear procedural notes for prompting students to speak, and marking their spoken performance.

Administering the Tests

The tests can be administered at the end of each unit, when students have completed the review page and practice pages. Tell your students that there will be a test in the next lesson, and encourage them to revise the unit material for homework, but remember to emphasize learning goals, and encourage students to find a way of studying that is fun and works for them. In the lessons before the main test you can use songs, flashcard games, and review activities to emphasize the idea that review can be fun.

Allow 40 minutes for the unit tests. If you have a longer lesson, you may wish to start with a song or a structured review activity before having students take the test. It is important that the classroom atmosphere is relaxed and supportive.

Make sure that students have all the necessary materials to complete the test: pens, pencils, and colored pencils or crayons.

Read through the tasks with the students and ensure that they understand what is required. Point out the scoring and make sure that students understand how the points are allocated.

Listening

In both levels of tests, listening activities use the same recording, and can be administered at the same time.

Make sure all students have read the instructions and looked carefully at any artwork before listening. The instructions are not recorded.

At the beginning of each activity, tell students to put their pens down, and just listen, focusing on what they have to do. Play the recording through once.

Tell the students how many times they are going to hear the recording. Depending on the group, you may wish to play it two or three times, for all students to complete the activity. Make sure students know what to expect, and let them know when you are playing it for the last time. Give students a moment to check their answers before moving on to the next activity.

Speaking

The speaking tests are one-to-one activities that give students an opportunity to produce the language they have learned within a supported framework, and allow you to focus on individual students and evaluate their speaking skills in a controlled activity. The activities are graded to the students' level and capacity, and should allow students to showcase the language they have acquired.

As the tests are one-to-one, you may wish to carry them out during a project lesson or when the other students are completing review or practice activities. Ensure that the classroom is quiet enough to allow students to focus, but try to establish a relaxed atmosphere, in which students can speak without the pressure of a performance.

Each differentiated test is accompanied by procedural notes to help you guide students through the activities.

Testing and Assessment

Scoring

9–10 points	Excellent
7–8 points	Very good
5–6 points	Satisfactory
0–4	Student needs extra help

For students taking the Yellow tests who consistently achieve in the 0–4 points range, a transition to Blue tests may be desirable. For students taking the Blue tests who consistently achieve in the 9–10 points range, a transition to Yellow tests may be desirable. However, in both cases, when considering a transition, it is advisable to think about the student's overall performance and attitude in class and consider whether the change is the best option. Some students may benefit from the confidence boost of higher scores, and can be moved up later, when their confidence is solid. Poorly performing students may benefit from help with review and advice about self-study techniques. Consider setting up a study-buddy system, which pairs students of different ability to allow peer assistance.

Assessment

Assessment helps you:

- to determine students' strengths and weaknesses.
- to determine what the class have learned and what needs more attention.
- to monitor and follow the progress of individuals.
- to monitor the effectiveness of your instruction.
- to give feedback to students, parents, and other teachers.

The *Shine On!* tests focus on accuracy and the more formal side of assessment, but there are plenty of opportunities within the course to work on fun, fluency, and confidence-building. Integrating the tests into this motivating and engaging framework should provide students with a solid foundation for study and self-evaluation as they continue to learn English in the years ahead.

On-level (Yellow) tests: answer key and notes

Unit 1

1 Listen and number.

Answers **1** top, **2** lamp, **3** rug, **4** poster, **5** toy chest

2 Look, read, and match.

Answers **1** C, **2** D, **3** A, **4** E, **5** B

Unit 2

1 Listen and number. Write.

Answers **1** mouse, **2** alligator, **3** lizard, **4** owl, **5** tortoise

2 Write the animals with *a* or *an*.

Answers **1** a butterfly, **2** a spider, **3** an ant, **4** a bee, **5** an otter

Units 1–2

Speaking

1 Look and color five things. Make five sentences.

- Read the example and ask students to point to the clock. Give students time to look at the picture and choose the five objects that they want to talk about. Remind them to choose things that they are confident about, and to prepare the whole sentence, so that they are sure of all the elements.
- Tell students to color in the items, and encourage them to write numbers 1–5 on their chosen objects, to help them when they start talking. Students talk about the five objects. Award half a point if the vocabulary is correct, or a full point for a correct sentence structure, using the correct preposition.

Answers Five of the following: *The rug is next to the bed. The nightstand is next to the bed. The book is under the bed. The poster is next to the window. The bookshelf is next to the window. The lamp is on the bookshelf. The closet is next to the door. The jacket is in the closet. The teddy/top is in the toy chest.*

2 Follow and say.

- Students look at the trail of footprints and trace them with their finger. When they are pointing to the animal, prompt them with *What is it?* for students to respond, *It's (an otter)*. Award half a point for the correct vocabulary, or a full point for correct article use within the sentence.

Answers **1** *It's a lizard.* **2** *It's an alligator.* **3** *It's a butterfly.* **4** *It's a mouse.* **5** *It's an otter.*

Unit 3

1 Listen, look, and circle.

Answers **1** Yes, it is. **2** Yes, it is. **3** No, it isn't. **4** No, it isn't. **5** Yes, it is. **6** Yes, it is.

2 Look and write.

Answers **1** isn't, ladybug, **2** No, beetle, **3** isn't, caterpillar, **4** No, snail

Unit 4

1 Listen and match. Listen again and write the numbers.

Answers **A** pizza – 2, **B** hamburger – 4, **C** milkshake – 3, **D** sandwich – 5

2 Count and write.

Answers **1** 6 apples, **2** 3 pineapples, **3** 5 bananas, **4** 7 peaches, **5** 2 oranges, **6** 8 pears

Units 3–4

Speaking

1 Look and find 10 nature words. Say. Answer the questions.

- Give students time to find and say the 10 vocabulary items. Tell students to mark them with an X when they find them. When all the vocabulary items have been found and named, point to them in turn, and ask the questions. Ask five questions to prompt positive answers and five questions to prompt negative answers. Award half a point for each correct answer.

Answers (*beetle*) *Is it a beetle?* (*Yes, it is.*)
(*snail*) *Is it a caterpillar?* (*No, it isn't. It's a snail.*)
(*ladybug*) *Is it a ladybug?* (*Yes, it is.*)
(*caterpillar*) *Is it a snail?* (*No, it isn't. It's a caterpillar.*)
(*tree*) *Is it a tree?* (*Yes, it is.*)
(*river*) *Is it a lake?* (*No, it isn't. It's a river.*)
(*rock*) *Is it a rock?* (*Yes, it is.*)
(*flower*) *Is it a leaf?* (*No, it isn't. It's a flower.*)
(*leaf*) *Is it a leaf?* (*Yes, it is.*)
(*lake*) *Is it a rock?* (*No, it isn't. It's a lake.*)

2 Look and say.

- Allow students time to look at the pictures. They then point to each picture and make a sentence as if they were asking for that item.

Answers **1** *Can I have four sandwiches, please?*
2 *Can I have three hamburgers, please?*
3 *Can I have two pineapples, please?*
4 *Can I have two milkshakes, please?*
5 *Can I have six pears, please?*

Unit 5

1 Listen and number. Write.

Answers **1** singer, **2** bus driver, **3** soccer player, **4** astronaut, **5** vet

2 Circle and write.

Answers **1** No, she isn't., teacher, **2** No, she isn't., pilot, **3** No, he isn't., chef, **4** No, she isn't., doctor, **5** No, he isn't., firefighter

Unit 6

1 Look, listen, and circle.

Answers **1** Yes, I can. **2** No, I can't. **3** Yes, I can. **4** Yes, I can. **5** No, I can't.

2 What can you see? Look and write.

Answers **1** toy store, **2** cafe, **3** bakery, **4** bookstore, **5** supermarket

Units 5–6

Speaking

1 Look and find 10 jobs. Say. Answer the questions.

- Give students time to find 10 jobs and name them. Then ask the questions. Award half a point for each correct answer.

Answers (*soccer player*) *Is she a soccer player?* (*Yes, she is.*)
(*teacher*) *Is she a vet?* (*No, she isn't. She's a teacher.*)
(*doctor*) *Is he a doctor?* (*Yes, he is.*)
(*chef*) *Is he a pilot?* (*No, he isn't. He's a chef.*)
(*pilot*) *Is she a pilot?* (*Yes, she is.*)
(*firefighter*) *Is he an astronaut?* (*No, he isn't. He's a firefighter.*)
(*bus driver*) *Is he a bus driver?* (*Yes, he is.*)
(*astronaut*) *Is she a singer?* (*No, she isn't. She's an astronaut.*)
(*vet*) *Is he a vet?* (*Yes, he is.*)
(*singer*) *Is she a soccer player?* (*No, she isn't. She's a singer.*)

2 What can you see? Point and say. Answer the questions.

- Part 1: Prompt students with the question, *What can you see?*, and elicit the sentences, *I can see a bakery*, etc.
  Part 2: Then ask five questions about the unit vocabulary to elicit short answers. Award half a point for the correct vocabulary in part 1 and half a point for each correct answer in part 2.

Answers Part 1: *I can see a toy store.*
I can see a cafe.
I can see a bakery.
I can see a bookstore.
I can see a supermarket.
Part 2: *Can you see a bakery? (Yes, I can.)*
Can you see a playground? (No, I can't.)
Can you see a supermarket? (Yes, I can.)
Can you see a swimming pool? (No, I can't.)
Can you see a school? (No, I can't.)

Unit 7

1 Listen and number. Write.

Answers **1** young, **2** short, **3** big, **4** small, **5** tall, **6** old

2 Look and write.

Answers **1** That, dirty, **2** This, heavy, **3** That, clean, **4** This, light

Unit 8

1 Read and number. Color.

Answers **1 E** (color eyes blue),
2 C (color eyes blue),
3 A (color eyes green),
4 D (color eyes brown),
5 B (color eyes brown)

2 Look and write.

Answers **1** braces, glasses, **2** glasses, braces, **3** short hair, glasses, **4** straight hair, freckles, **5** freckles, curly hair

Units 7–8

Speaking

1 Look and make sentences with *This* or *That*.

- Give students time to look at the pictures. Encourage them to make notes to help them speak, if necessary. Point to the first picture, and encourage students to make a sentence. If necessary, say, e.g., *Look! A teacher.* Students make sentences with *This* or *That* and an appropriate adjective. Award half a point for each correct sentence.

Answers *This teacher is tall. That chef is short. This soccer player is old. That backpack is heavy. That car is clean. This rock is light. This hat is dirty. That dog is big.*

2 Describe the people.

- Allow students time to look at the pictures. Then elicit two sentences about each one. If necessary, prompt students by pointing to your own hair or eyes, etc. Award half a point for each correct sentence.

Answers **1** *She has braces. She has curly hair.*
2 *He has glasses. He has short hair.*
3 *He has dark hair. He has short hair.*
4 *She has glasses. She has long hair/straight hair.*
5 *She has freckles/glasses. She has long hair/straight hair.*
6 *He has glasses. He has short hair/dark hair.*

End-of-year test

Speaking

1 Find five animals. Look and say.

- Point to the example and model it if necessary, or ask students to read it out. Then give students time to look at the picture and find the other five animals. If necessary, prompt students by pointing to one of the animals and asking, *What is it?* (*A mouse.*) *Where's the mouse?* (*It's on the nightstand.*) Award a full point for the correct animal in the correct location, or award half a point for correct vocabulary.

Answers *The alligator is under the bed. The tortoise is on the rug. The owl is on the bookshelf. The mouse is on the nightstand. The lizard is in the closet.*

2 Describe the people and say their jobs.

- Give students time to look at the pictures. Tell them they need to talk about the people's jobs and say two things about their appearance. If necessary, point to the first person and ask, *What's his job?*
- Students point to each person in turn and say, e.g., *He's a firefighter. He has short hair and freckles*. Award half a point for the correct job and half a point for the correct description.

Answers **1** *He's a chef. He has glasses.*
2 *He's a firefighter. He has short hair and freckles.* **3** *She's a vet. She has long hair.*
4 *She's a soccer player. She has freckles and short hair.* **5** *She's a teacher. She has freckles/glasses and curly hair.*

3 Look and make sentences with *This* or *That*.

- Allow students time to look at the pictures. Encourage students to write adjectives next to the pictures, to support them when they speak. If necessary, give an example with things in the classroom, e.g., *This pen is light. That desk is heavy.* Students make sentences about the things in the pictures. Award half a point for correct vocabulary, or a full point for a complete sentence using *This/That* and the correct adjective.

Answers **1** *This butterfly is big/light.*
2 *That lake is dirty.* **3** *That tree is tall.*
4 *This ant is small.* **5** *This rock is heavy.*

4 What can you see? Look and say.

- Allow students time to look at the picture. Then prompt them with the question, *What can you see?*
- Students say five stores and places using, *I can see a …* Award half a point for each correct item of vocabulary. Then ask students about two stores/places/things that are there, and three stores/places/things that aren't, in order to elicit the correct short answers. Award half a point for each correct short answer. Use a diverse range of level vocabulary, e.g., *Can you see a tree? Can you see a library? Can you see a firefighter? Can you see a river? Can you see an alligator?,* etc.

Answers Students' own answers

End-of-year test

Listening

1 Listen and match. Draw lines.

Answers Students draw lines from: the otter to the river (in the river); the tortoise to the tree (next to the tree); the lizard to the rock (on the rock); the butterfly to the flower (on the flower); the caterpillar to the leaf (under the leaf)

2 Listen and number. Count and write.

Answers **1** 2 pizzas, **2** 1 milkshake, **3** 4 bananas, **4** 3 hamburgers, **5** 3 peaches

3 Listen and number. Write the words with *a* or *an*.

Answers **1** a closet, **2** a lake, **3** an alligator, **4** an ant, **5** an apple

4 Listen and write the people and places. Look and answer.

Answers **1** Can you see a toy store?
Yes, I can.
2 Can you see a firefighter? Yes, I can.
3 Can you see a swimming pool?
No, I can't.
4 Can you see a bus driver? No, I can't.
5 Can you see a library? Yes, I can.

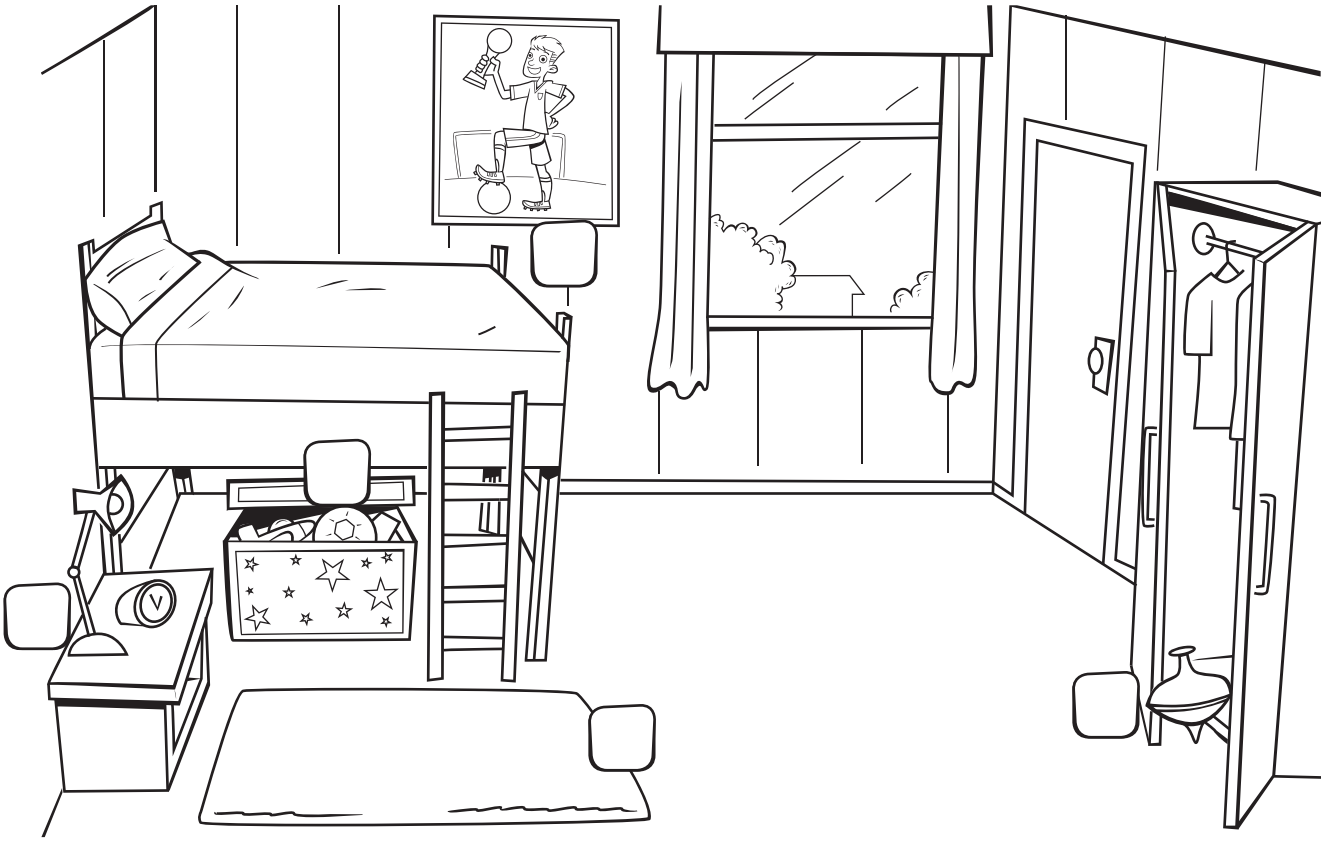
Yellow

1 TEST

DATE: _____ CLASS: _____

NAME: _____

1 Listen and number. 2.46



____ / 5

2 Look, read, and match.

1	Where's the lamp?	It's next to the bed.	A
2	Where's the top?	It's under the bed.	B
3	Where's the rug?	It's on the nightstand.	C
4	Where's the poster?	It's in the closet.	D
5	Where's the toy chest?	It's next to the window.	E

____ / 5

TOTAL ____ / 10

Yellow

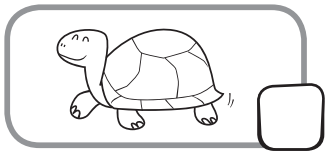
2 TEST

DATE: _____ CLASS: _____

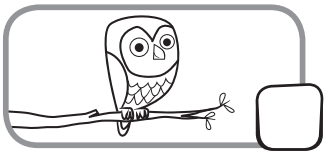
NAME: _____

1 Listen and number. Write. 2.47

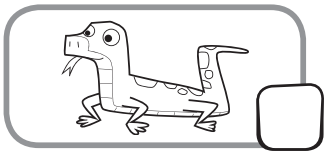
lizard mouse owl alligator tortoise



a _____

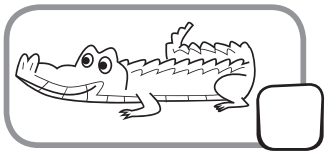


an _____



a _____

a _____



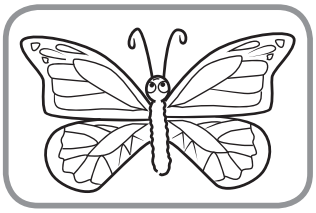
an _____

____ / 5

2 Write the animals with *a* or *an*.

otter butterfly bee spider ant

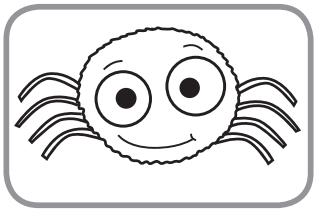
1



What is it?

It's _____.

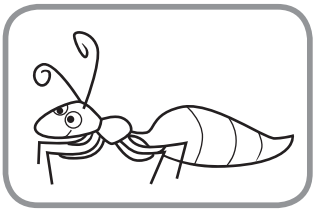
2



What is it?

It's _____.

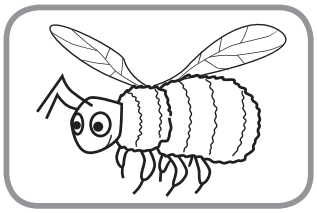
3



What is it?

It's _____.

4



What is it?

It's _____.

5

What is it?

It's _____.

____ / 5

TOTAL ____ / 10

Yellow

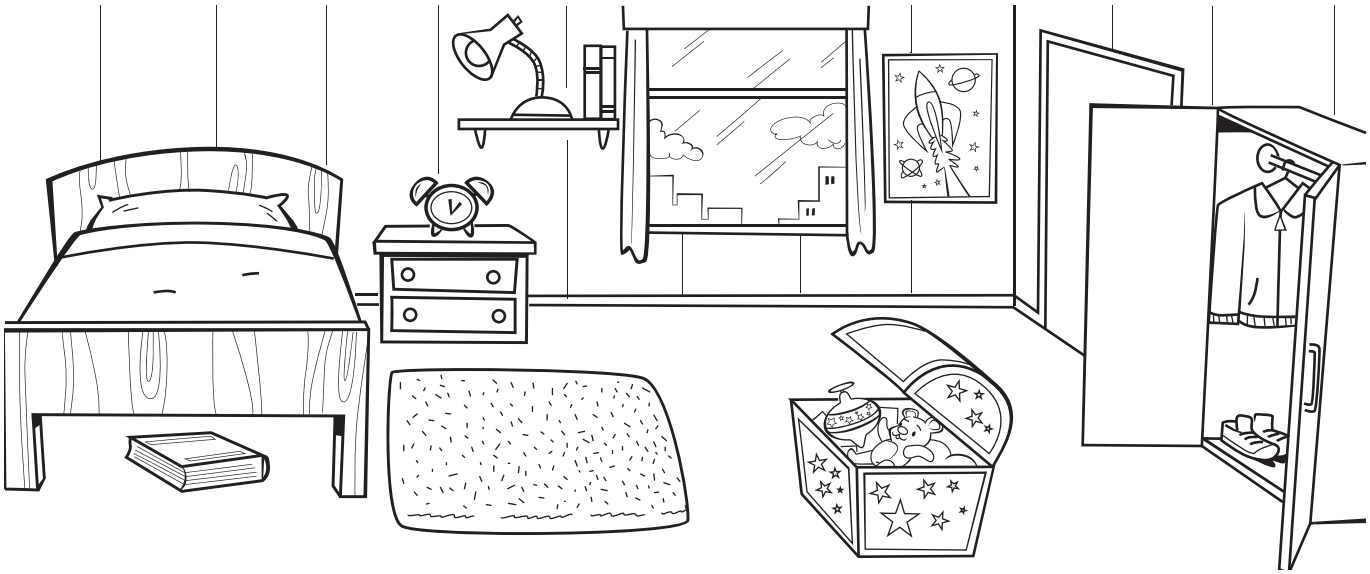
1–2 SPEAKING TEST

DATE: _____ CLASS: _____

NAME: _____

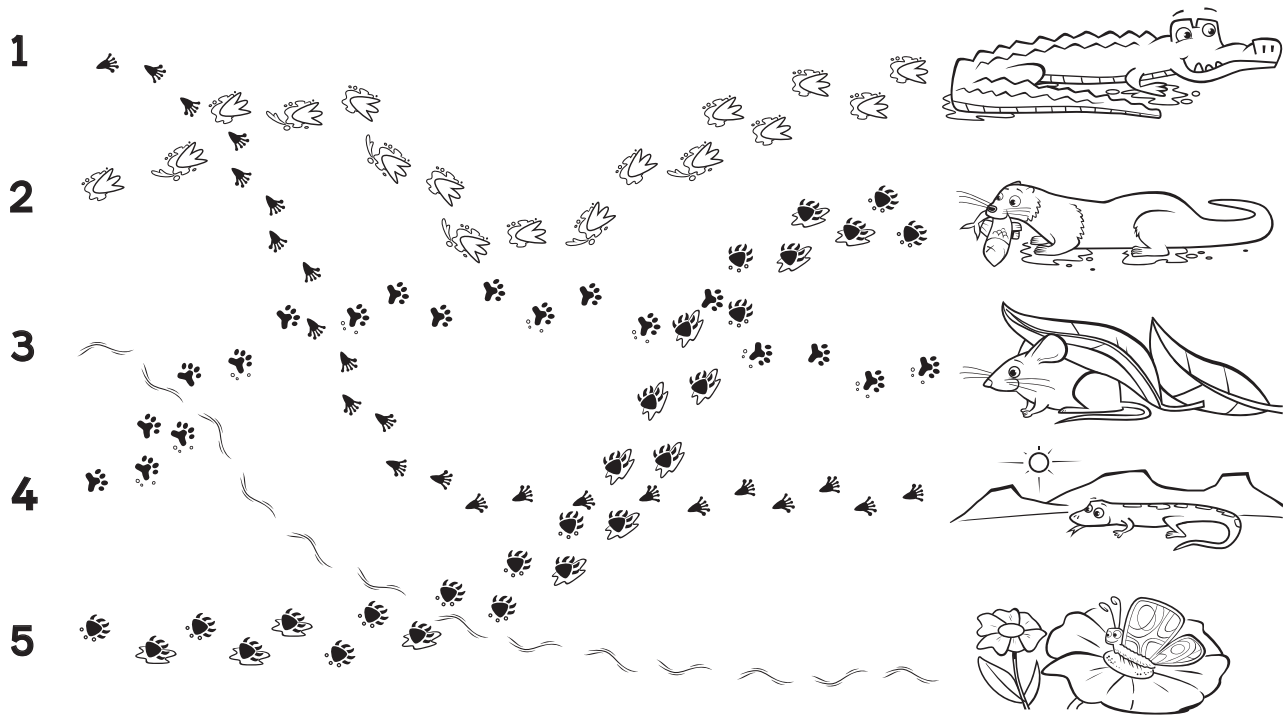
1 Look and color five things. Make five sentences.

The clock is on the nightstand.



____ / 5

2 Follow and say.



____ / 5

TOTAL ____ / 10

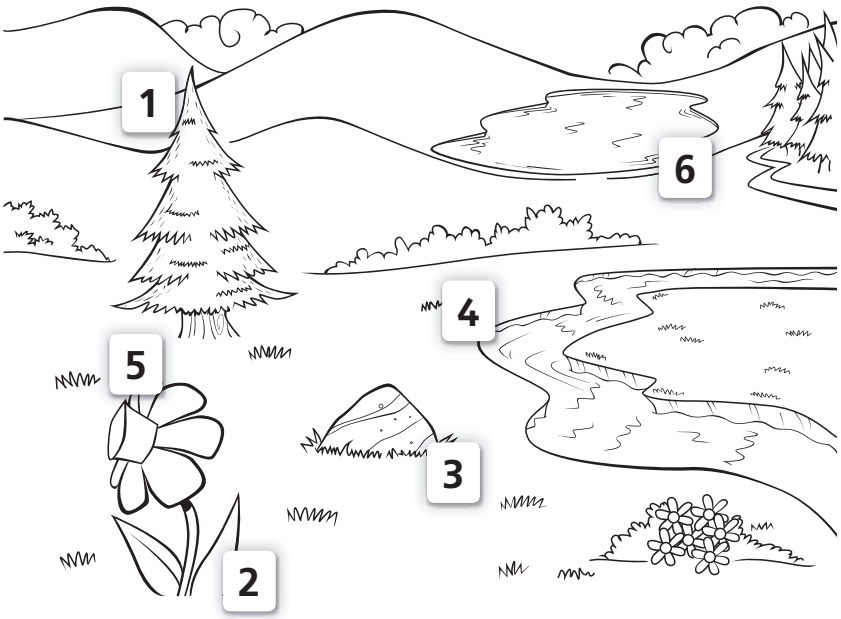
Yellow

3 TEST

DATE: _____ CLASS: _____

NAME: _____

1 Listen, look, and circle. 2.48



1 Yes, it is. / No, it isn't.
2 Yes, it is. / No, it isn't.
3 Yes, it is. / No, it isn't.
4 Yes, it is. / No, it isn't.
5 Yes, it is. / No, it isn't.
6 Yes, it is. / No, it isn't.

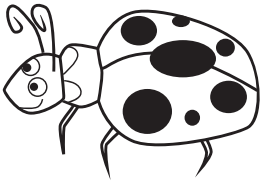
____ / 6

2 Look and write.

No, it isn't.

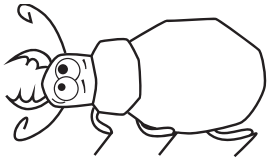
beetle snail
caterpillar ladybug

1



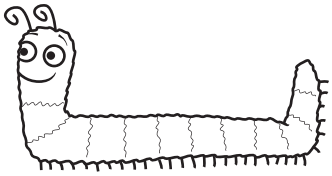
Is it a caterpillar?
No, it _____.
It's a _____.

2



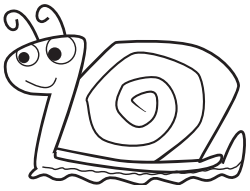
Is it a snail?
_____, it isn't.
It's a _____.

3



Is it a ladybug?
No, it _____.
It's a _____.

4



Is it a beetle?
_____, it isn't.
It's a _____.

____ / 4

TOTAL ____ / 10

Yellow

4 TEST

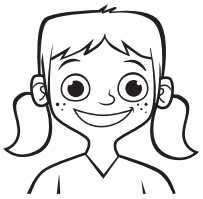
DATE: _____ CLASS: _____

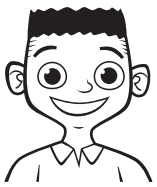
NAME: _____

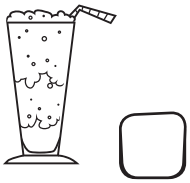
1 Listen and match. Listen again and write the numbers. 2.49

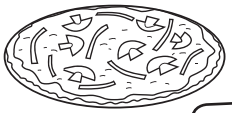
A

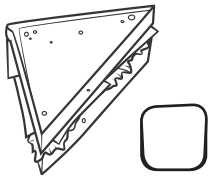
B

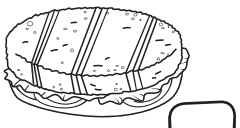
C 

D 









____ / 4

2 Count and write.

pineapples oranges bananas peaches pears apples

1 Can I have ____ _____, please?

2 Can I have ____ _____, please?

3 Can I have ____ _____, please?

4 Can I have ____ _____, please?

5 Can I have ____ _____, please?

6 Can I have ____ _____, please?

____ / 6

TOTAL ____ / 10

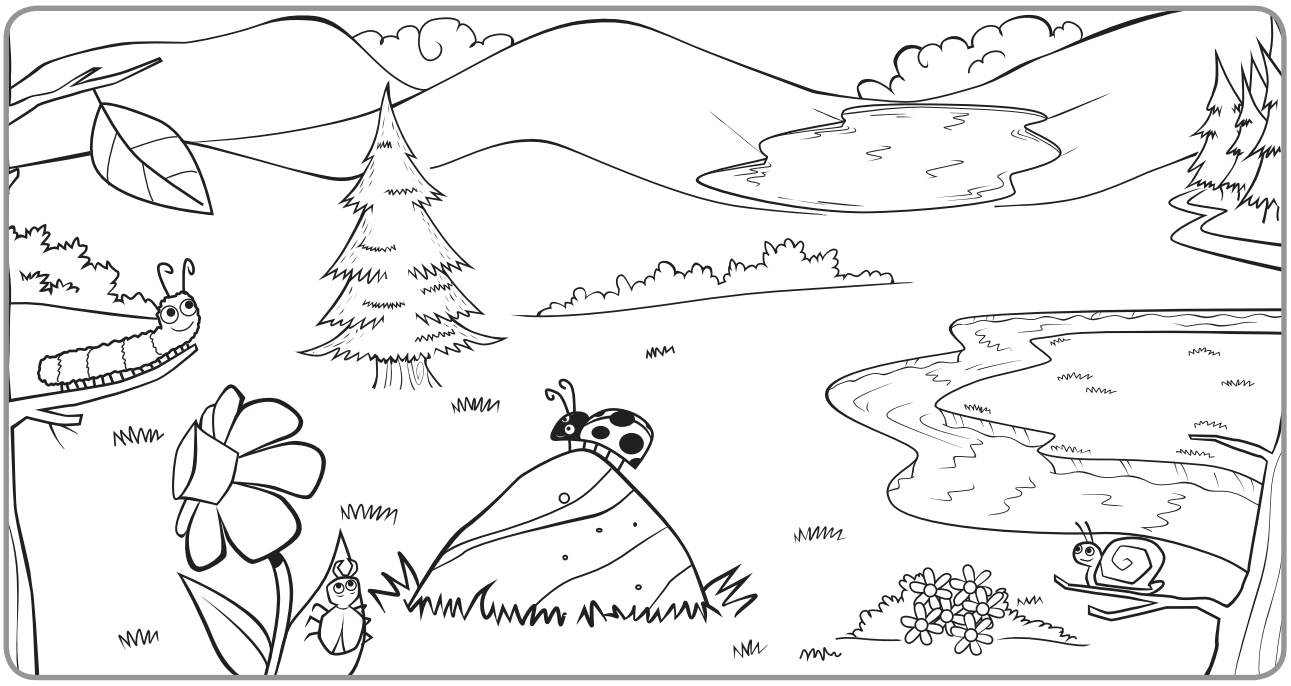
Yellow

3–4 SPEAKING TEST

DATE: _____ CLASS: _____

NAME: _____

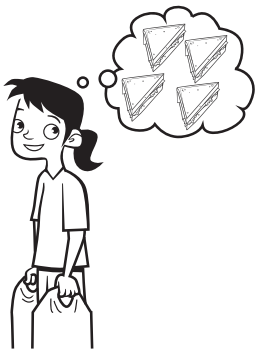
1 Look and find 10 nature words. Say. Answer the questions.



____ / 5

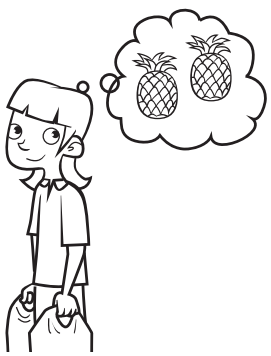
2 Look and say.

1



2

3



4

5

____ / 5

TOTAL ____ / 10

Yellow

5 TEST

DATE: _____ CLASS: _____

NAME: _____

1 Listen and number. Write. 2.50

bus driver singer vet soccer player astronaut

1 He's a _____.

2 He's a _____.

3 She's a _____.

4 She's an _____.

5 He's a _____.

____ / 5

2 Circle and write.

pilot firefighter teacher chef doctor

1

Is she a singer? Yes, she is. / No, she isn't.
She's a _____.

2
Is she a vet? Yes, she is. / No, she isn't.
She's a _____.

3
Is he a soccer player? Yes, he is. / No, he isn't.
He's a _____.

4
Is he an astronaut? Yes, he is. / No, he isn't.
He's a _____.

5
Is he a bus driver? Yes, he is. / No, he isn't.
He's a _____.

____ / 5

TOTAL ____ / 10

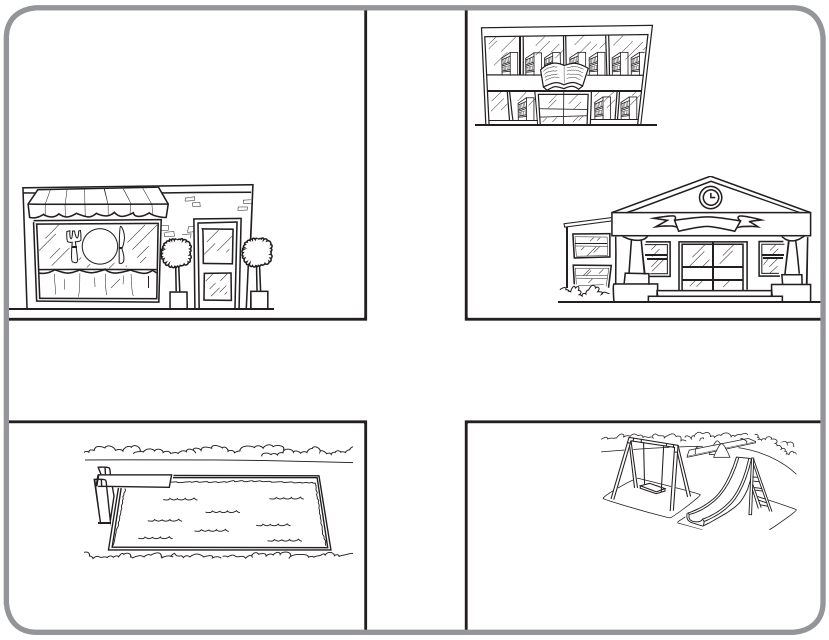
Yellow

6 TEST

DATE: _____ CLASS: _____

NAME: _____

1 Look, listen, and circle. 2.51



1 Yes, I can. / No, I can't.

2 Yes, I can. / No, I can't.

3 Yes, I can. / No, I can't.

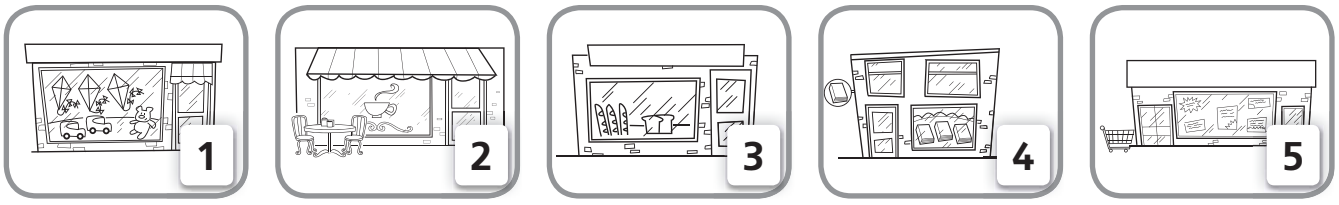
4 Yes, I can. / No, I can't.

5 Yes, I can. / No, I can't.

____ / 5

2 What can you see? Look and write.

bookstore supermarket toy store bakery cafe



1 I can see a _____.

2 I can see a _____.

3 I can see a _____.

4 I can see a _____.

5 I can see a _____.

____ / 5

TOTAL ____ / 10

Yellow

5–6 SPEAKING TEST

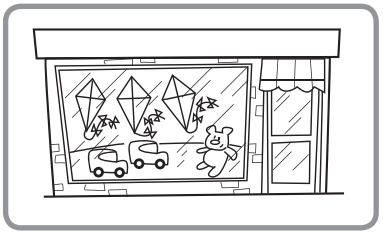
DATE: _____ CLASS: _____

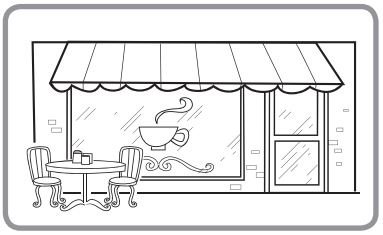
NAME: _____

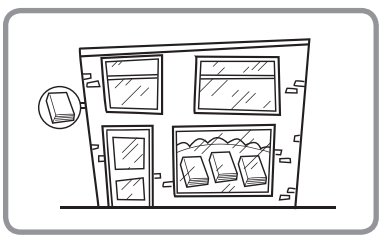
1 Look and find 10 jobs. Say. Answer the questions.

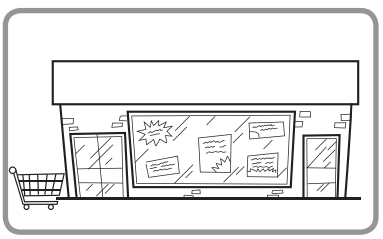
____ / 5

2 What can you see? Point and say. Answer the questions.









____ / 5

TOTAL ____ **/ 10**

Yellow

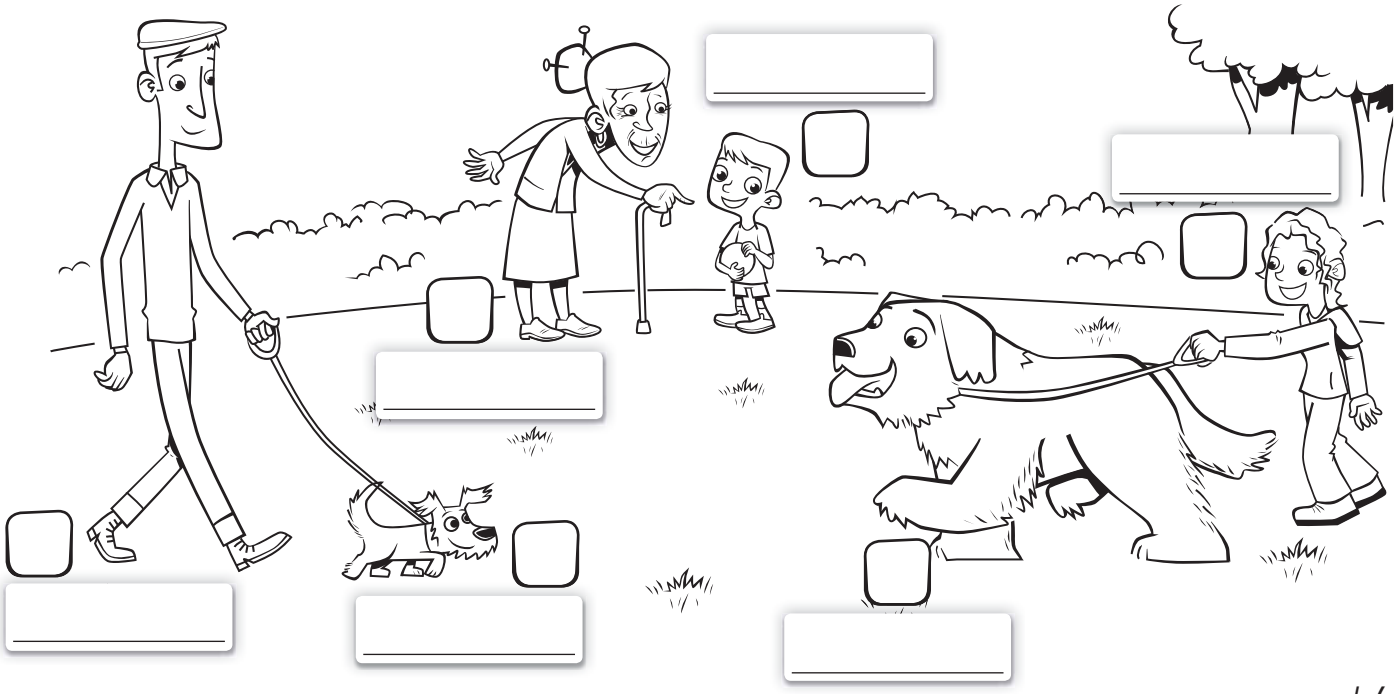
7 TEST

DATE: _____ CLASS: _____

NAME: _____

1 Listen and number. Write. 2.52

short old young small tall big



____ / 6

2 Look and write.

This That

clean dirty
heavy light

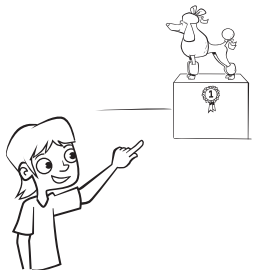
1

_____ dog is _____.

2

_____ cat is _____.

3



_____ dog is _____.

4

_____ cat is _____.

____ / 4

TOTAL ____ / 10

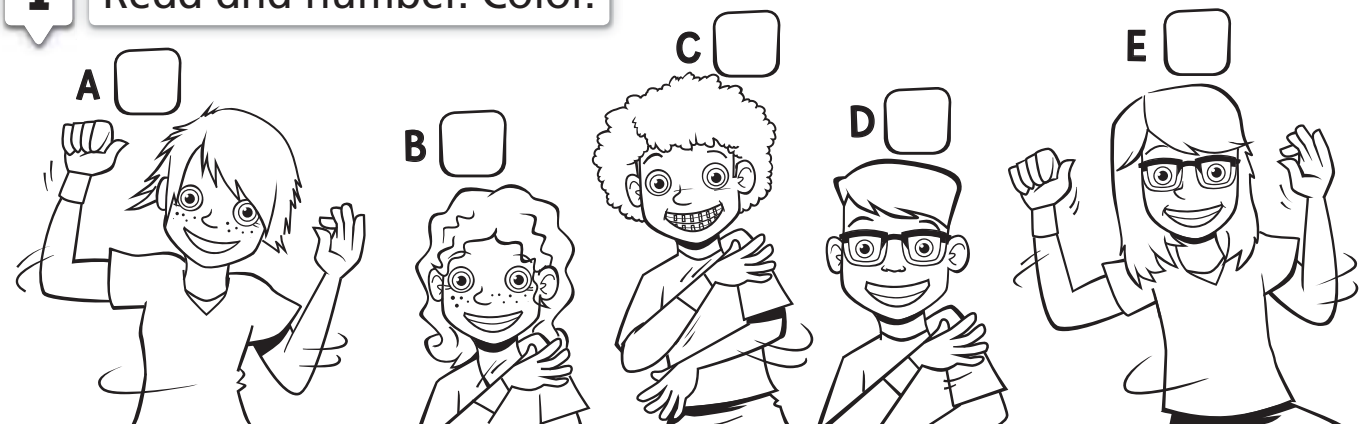
Yellow

8 TEST

DATE: _____ CLASS: _____

NAME: _____

1 Read and number. Color.



1 She has straight hair. She has glasses and blue eyes.

2 He has curly hair. He has braces and blue eyes.

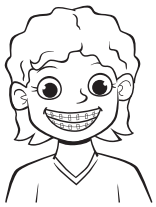
3 She has short hair. She has freckles and green eyes.

4 He has short hair. He has glasses and brown eyes.

5 She has curly hair. She has freckles and brown eyes.

____ / 5

2 Look and write.

1 

(glasses / braces)
She has _____.
She doesn't have _____.

2

(glasses / braces)
He has _____.
He doesn't have _____.

3

(short hair / glasses)
He has _____ _____.
He doesn't have _____.

4

(freckles / straight hair)
She has _____ _____.
She doesn't have _____.

5

(freckles / curly hair)
She has _____.
She doesn't have _____ _____.

____ / 5

TOTAL ____ / 10

Yellow

7–8 SPEAKING TEST

DATE: _____ CLASS: _____

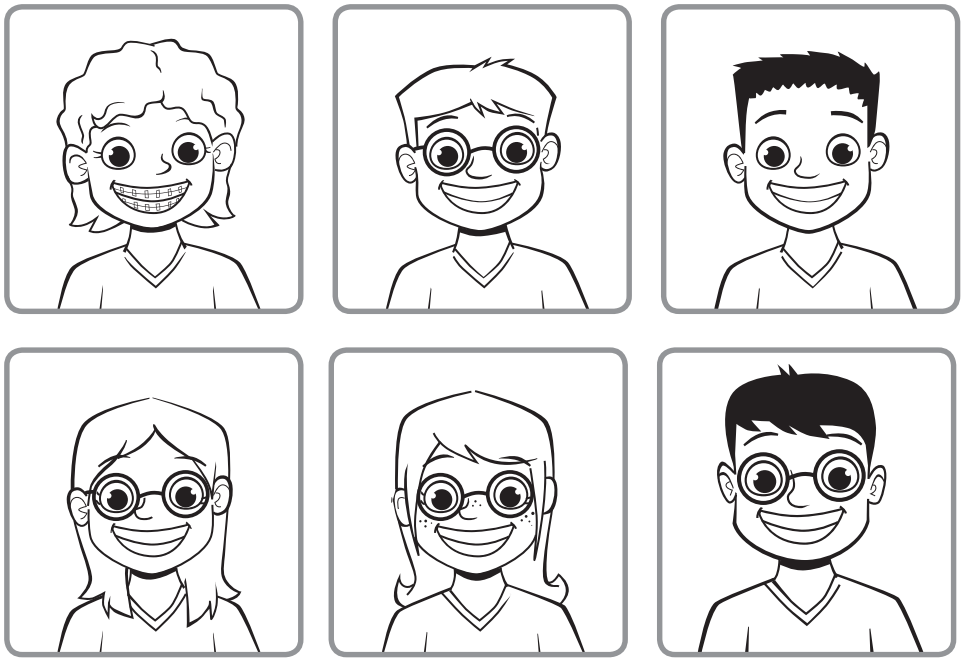
NAME: _____

1 Look and make sentences with ***This*** or ***That***.

____ / 4

2 Describe the people.

He has ... She has ...



____ / 6

TOTAL ____ / 10

Yellow

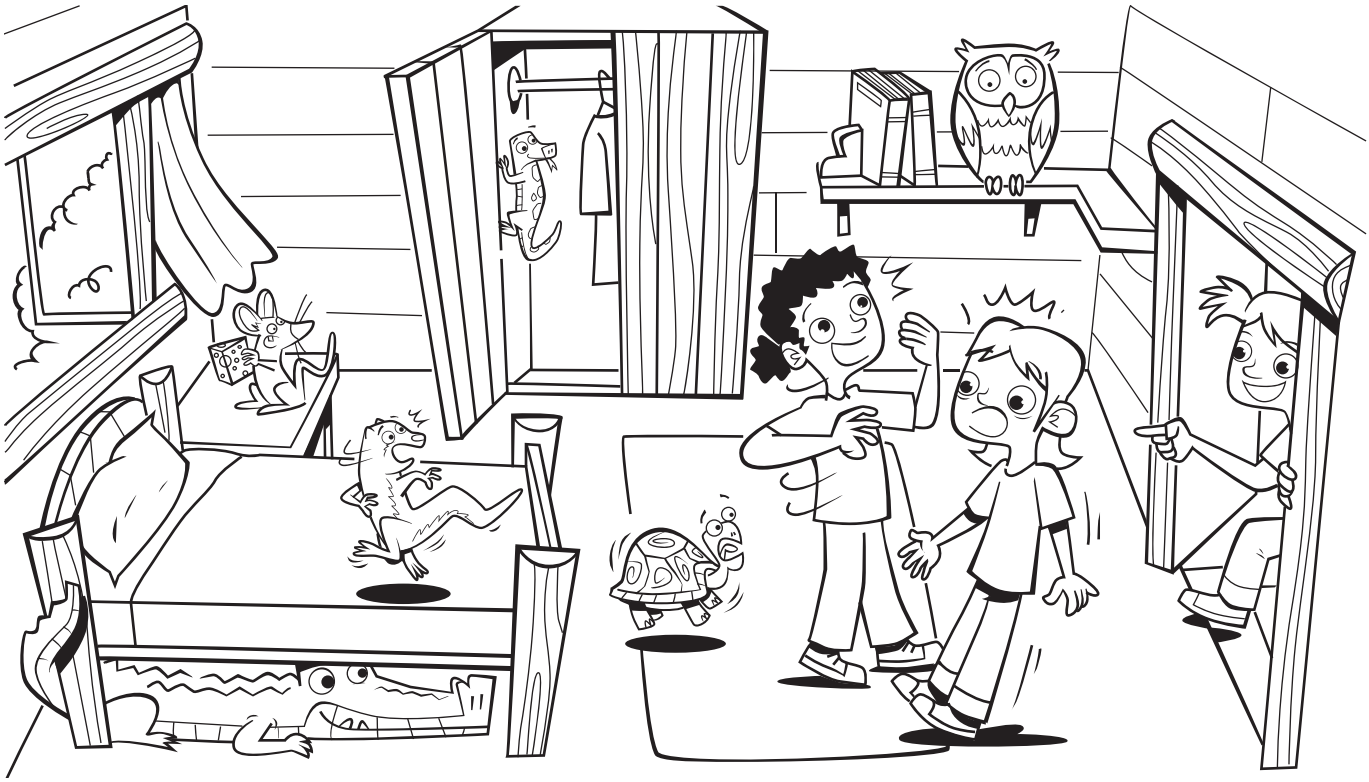
DATE: _____ CLASS: _____

END-OF-YEAR TEST — SPEAKING

NAME: _____

1 Find five animals. Look and say.

The otter is on the bed.



____ / 5

2 Describe the people and say their jobs.

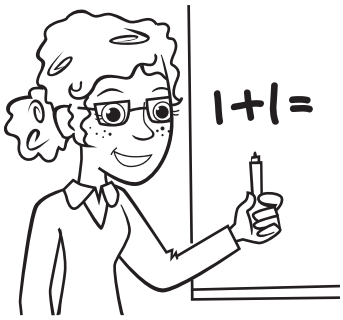
1

2

3

4

5



____ / 5

Yellow

DATE: _____ CLASS: _____

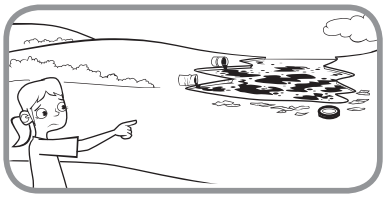
END-OF-YEAR TEST

SPEAKING

NAME: _____

3 Look and make sentences with ***This*** or ***That***.

1

2 

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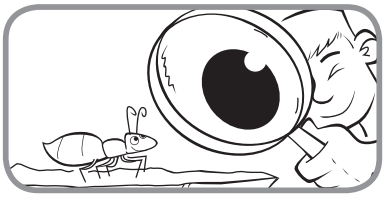
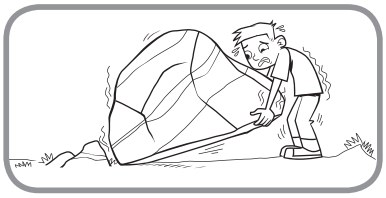
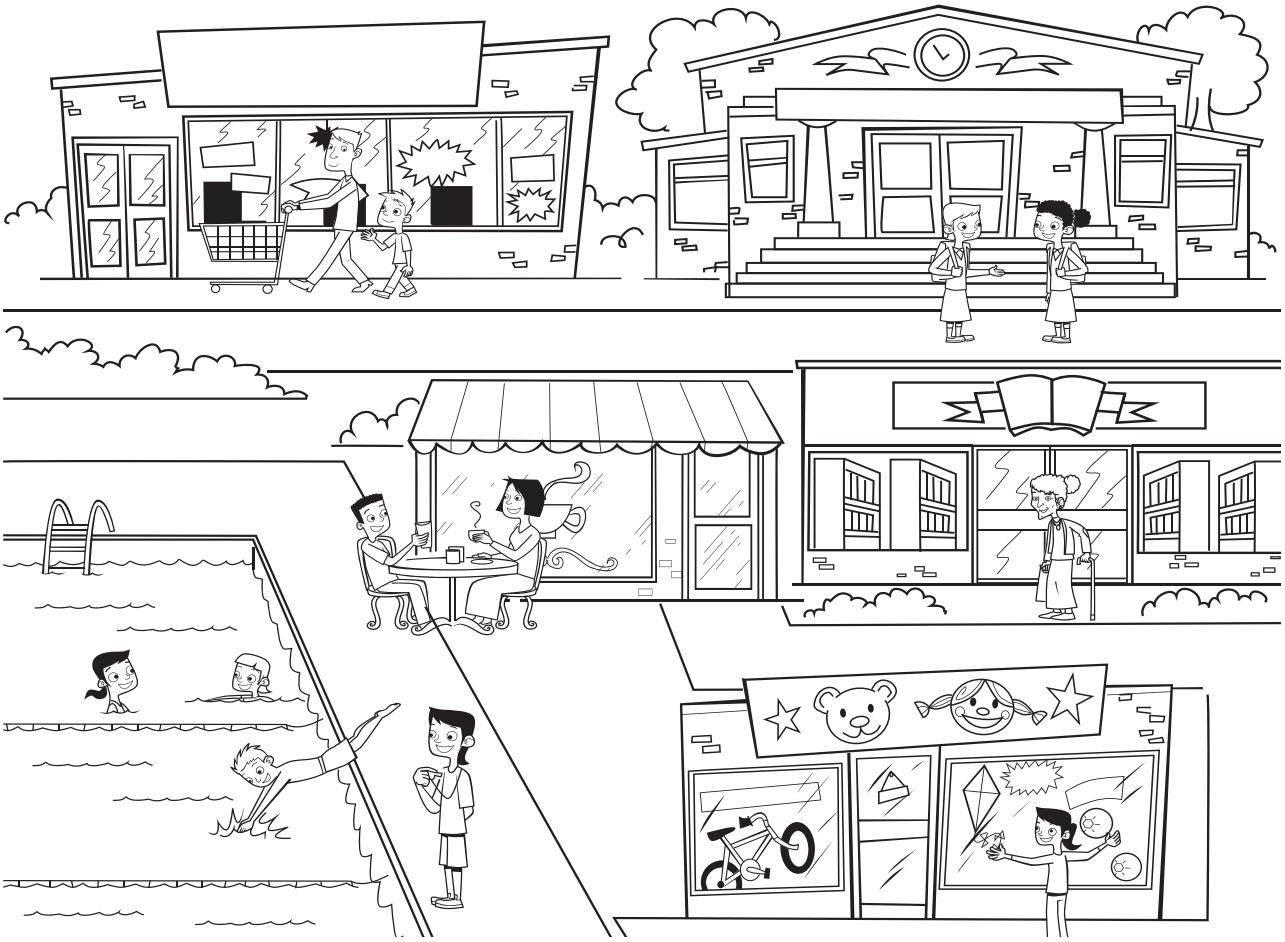
4 

5 

____ / 5

4 What can you see? Look and say.



____ / 5

TOTAL ____ / 20

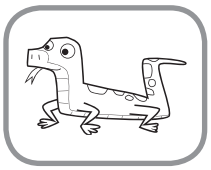
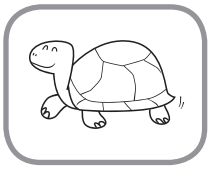
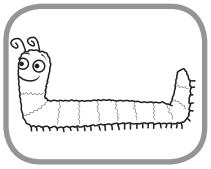
Yellow

DATE: _____ CLASS: _____

END-OF-YEAR TEST — LISTENING

NAME: _____

1 Listen and match. Draw lines. 2.53

____ / 5

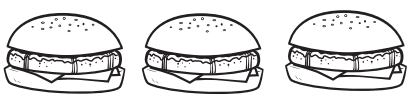
2 Listen and number. Count and write. 2.54

☐ Can I have ____ _____, please?

☐ Can I have ____ _____, please?

☐ Can I have ____ _____, please?

☐ Can I have ____ _____, please?

☐  Can I have ____ _____, please?

____ / 5

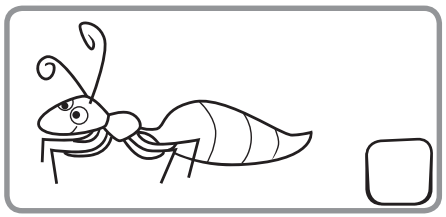
Yellow

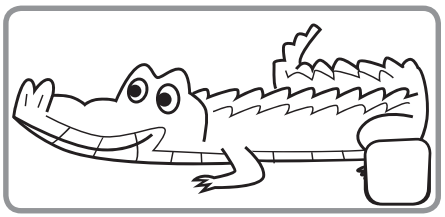
DATE: _____ CLASS: _____

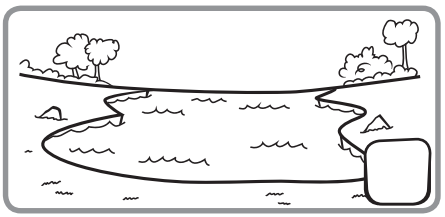
END-OF-YEAR TEST — LISTENING

NAME: _____

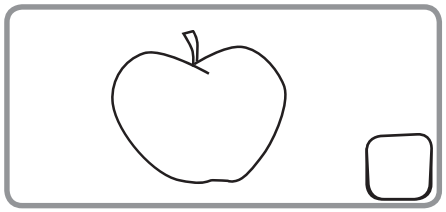
3 Listen and number. Write the words with *a* or *an*. 2.55

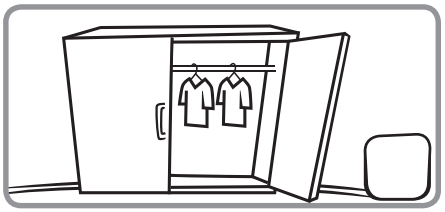






_____ _____ _____





_____ _____ ____ / 5

4 Listen and write the people and places. Look and answer. 2.56

library firefighter toy store
swimming pool bus driver

Yes, I can.
No, I can't.

1 Can you see a _____? _____

2 Can you see a _____? _____

3 Can you see a _____? _____

4 Can you see a _____? _____

5 Can you see a _____? _____ ____ / 5

TOTAL ____ / 20

Below-level (Blue) tests: answer key and notes

Unit 1

1 Listen and number.

Answers **1** top, **2** lamp, **3** rug, **4** poster, **5** toy chest

2 Look, read, and circle.

Answers **1** on, **2** in, **3** next to, **4** next to, **5** under

Unit 2

1 Listen and number. Match.

Answers **1** a mouse, **2** an alligator, **3** a lizard, **4** an owl, **5** a tortoise

2 Read, circle, and match.

Answers **1** a butterfly, **2** a spider, **3** an ant, **4** a bee, **5** an otter

Units 1–2

Speaking

1 Make five sentences.

- Give students time to look at the picture. Read out the example sentence and point to the jacket in the closet. Then encourage students to make five more sentences about the picture. If necessary, prompt students by pointing to the first item and asking, *What's this? (It's a book.) Where's the book? (The book is under the bed.)* Students talk about the five objects. Award half a point if the vocabulary is correct, or a full point for a correct sentence structure, using the correct pronoun.

Answers Five of the following: *The book is under the bed. The poster is next to the window. The lamp is on the bookshelf. The closet is next to the door. The jacket is in the closet. The teddy/top is in the toy chest. The bookshelf is next to the window.*

2 Look and say.

- Point to the animals in turn and prompt students with, *What is it?* for them to respond, *It's (an otter).* Award half a point for the correct vocabulary, and a full point for correct article use within the sentence.

Answers **1** *It's an alligator.* **2** *It's an otter.* **3** *It's a mouse.* **4** *It's a butterfly.* **5** *It's a lizard.*

Unit 3

1 Listen, look, and circle.

Answers **1** No, it isn't. **2** Yes, it is. **3** Yes, it is. **4** No, it isn't. **5** Yes, it is. **6** Yes, it is.

2 Read and make a ✓ or an ✗. Match.

Answers **1** ✗ It's a beetle. **2** ✗ It's a ladybug. **3** ✗ It's a caterpillar. **4** ✗ It's a snail.

Unit 4

1 Listen and match.

Answers **A** two pizzas, **B** four hamburgers, **C** three milkshakes, **D** five sandwiches

2 Count and write.

Answers **1** six, **2** three, **3** five, **4** seven, **5** two, **6** eight

Units 3–4

Speaking

1 Look and say five nature words. Answer the questions.

- Give students time to look at the pictures. Students say the nature words. Ask questions for students to respond. Award half a point for correct vocabulary, or a full point for the correct answer to each question.

Answers (*lake*) *Is it a rock?* (*No, it isn't. It's a lake.*)
(*flower*) *Is it a leaf?* (*No, it isn't. It's a flower.*)
(*beetle*) *Is it a beetle?* (*Yes, it is.*)
(*caterpillar*) *Is it a snail?* (*No, it isn't. It's a caterpillar.*)
(*ladybug*) *Is it a ladybug?* (*Yes, it is.*)

2 Look and say.

- Allow students time to look at the pictures. They then point to each picture and make a sentence as if they were asking for that item.

Answers
1 *Can I have four sandwiches, please?*
2 *Can I have three hamburgers, please?*
3 *Can I have two pineapples, please?*
4 *Can I have two milkshakes, please?*
5 *Can I have six pears, please?*

Unit 5

1 Listen and number. Circle.

Answers **1** a singer, **2** a bus driver, **3** a soccer player, **4** an astronaut, **5** a vet

2 Read and circle.

Answers **1** No, she isn't., a teacher, **2** No, she isn't., a pilot, **3** No, he isn't., a chef, **4** No, he isn't., a doctor, **5** No, he isn't., a firefighter

Unit 6

1 Listen, read, and circle.

Answers **1** Yes, I can. **2** No, I can't. **3** Yes, I can. **4** Yes, I can. **5** No, I can't.

2 What can you see? Look and write.

Answers **1** toy store, **2** cafe, **3** bakery, **4** bookstore, **5** supermarket

Units 5–6

Speaking

1 Look and say five jobs. Answer the questions.

- Give students time to look and name the five jobs. Then ask the questions. Award half a point for the correct vocabulary, and half a point for the correct answer to each question.

Answers **1** (*soccer player*) *Is she a soccer player?* (*Yes, she is.*)
2 (*teacher*) *Is she a vet?* (*No, she isn't. She's a teacher.*)
3 (*doctor*) *Is he a doctor?* (*Yes, he is.*)
4 (*chef*) *Is he an astronaut?* (*No, he isn't. He's a chef.*)
5 (*pilot*) *Is she a pilot?* (*Yes, she is.*)

2 Answer the questions. Point and say.

- Part 1: Give students time to look at the pictures. Ask five questions about the unit vocabulary to elicit short answers. Part 2: Then prompt students with the question, *What can you see?* to elicit the sentences, *I can see a bakery.*, etc. Award half a point for each correct answer in part 1 and half a point for the correct vocabulary in part 2.

Answers **Part 1:** *Can you see a bakery?* (*Yes, I can.*)
Can you see a playground? (*No, I can't.*)
Can you see a supermarket? (*Yes, I can.*)
Can you see a swimming pool? (*No, I can't.*)
Can you see a school? (*No, I can't.*)
Part 2: *I can see a toy store.*
I can see a cafe.
I can see a bookstore.
I can see a supermarket.
I can see a bakery.

Unit 7

1 Listen and number. Write.

Answers **1** young, **2** short, **3** big, **4** small, **5** tall, **6** old

2 Read and circle.

Answers **1** That, dirty, **2** This, heavy, **3** That, clean, **4** This, light

Unit 8

1 Read and number.

Answers **1** E, **2** C, **3** A, **4** D, **5** B

2 Look and write *has* or *doesn't have*.

Answers **1** has, doesn't have, **2** doesn't have, has, **3** has, doesn't have, **4** has, doesn't have, **5** doesn't have, has

Units 7–8

Speaking

1 Look and make sentences with *This* or *That*.

- Give students time to look at the pictures. Point to the first picture, and encourage students to make a sentence. If necessary, say, e.g., *Look! A car.* Students make sentences with *This* or *That* and the adjective given. Award a full point for each correct sentence.

Answers *That car is clean. This rock is heavy. This hat is dirty. That chef is short.*

2 Describe the people.

- Allow students time to look at the pictures. Then elicit a sentence about each one. If necessary, prompt students by pointing to your own hair or eyes, etc. Award a full point for each correct sentence.

Answers
1 *She has braces/curly hair.*
2 *He has short hair/glasses.*
3 *He has short hair/dark hair.*
4 *She has glasses/long hair/straight hair.*
5 *She has freckles/glasses/long hair/straight hair.*
6 *He has glasses/short hair/dark hair.*

End-of-year test

Speaking

1 Find five animals. Answer the questions.

- Point to the example and model it if necessary, or ask students to read it out loud. Then give students time to look at the picture and find the other five animals. Prompt students by pointing to one of the animals and asking, e.g., *Where's the mouse? (The mouse is on the nightstand.)* Award half a point for vocabulary and half a point for correct structure.

Answers *The alligator is under the bed. The mouse is on the nightstand. The owl is on the bookshelf. The tortoise is on the rug. The lizard is in the closet.*

2 Describe the people and say their jobs.

- Give students time to look at the pictures. Tell them they need to talk about the people's jobs and say one thing about their appearance. If necessary, point to the first person and ask, *What's his job?* Students point to each person in turn and say, e.g., *He's a singer. He has freckles*. Award half a point for the correct job and half a point for the correct description.

Answers **1** *He's a doctor. He has glasses.*
2 *He's a singer. He has freckles/short hair.*
3 *She's a vet. She has long hair.*
4 *She's a soccer player. She has freckles.*
5 *She's a pilot. She has glasses/curly hair.*

3 Answer the questions. Look and make sentences with *This* or *That*.

- Point to the pictures, and elicit the vocabulary by asking, *What's this? A lake,* etc. Allow students time to look at the pictures. Encourage students to match the adjectives to the pictures, to support them when they speak. If necessary, give an example with things in the classroom, e.g., *This pen is light. That desk is heavy.* Students make sentences about the things in the pictures. Award half a point for correct vocabulary, or a full point for a complete sentence using *This/That* and the correct adjective.

Answers **1** *This butterfly is big/light.*
2 *That lake is dirty.* **3** *That tree is tall.*
4 *This ant is small.* **5** *This rock is heavy.*

4 What can you see? Look and say.

- Allow students time to look at the picture. Then prompt them with the question, *What can you see?*
- Students say five stores and places using, *I can see a … .* Award half a point for each correct item of vocabulary. Then ask students about two stores/places that are there, and three stores/places that aren't, in order to elicit the correct short answers. Award half a point for each correct short answer.

Answers Students' own answers

End-of-year test

Listening

1 Listen, find, and number.

Answers **1** otter, **2** tortoise, **3** lizard, **4** butterfly, **5** caterpillar

2 Listen, number, and write.

Answers **1** 2 pizzas, **2** 1 milkshake, **3** 4 bananas, **4** 3 hamburgers, **5** 3 peaches

3 Listen and circle. Write.

Answers **1** a closet, **2** a lake, **3** an alligator, **4** an ant, **5** an apple

4 Listen and circle. Look and match.

Answers **1** Can you see a toy store? Yes, I can.
2 Can you see a firefighter? Yes, I can.
3 Can you see a swimming pool? No, I can't.
4 Can you see a bus driver? No, I can't.
5 Can you see a library? Yes, I can.

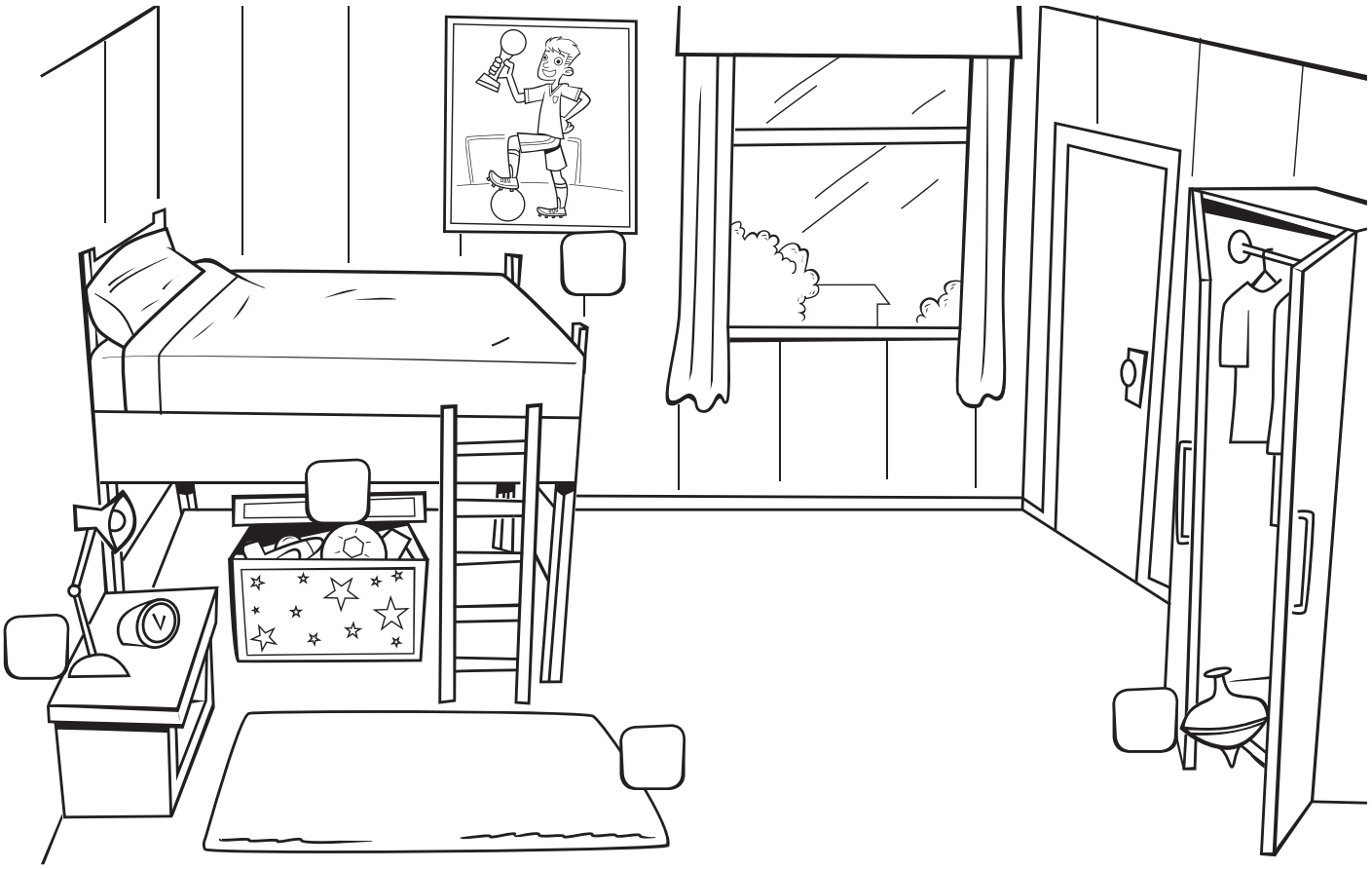
Blue

1 TEST

DATE: _____ CLASS: _____

NAME: _____

1 Listen and number. 2.46



____ / 5

2 Look, read, and circle.

1 Where's the lamp? It's **on / in** the nightstand.

2 Where's the top? It's **under / in** the closet.

3 Where's the rug? It's **on / next to** the bed.

4 Where's the poster? It's **next to / on** the window.

5 Where's the toy chest? It's **under / in** the bed.

____ / 5

TOTAL ____ / 10

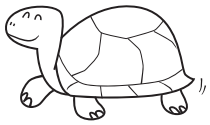
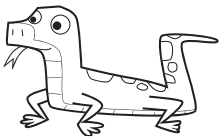
Blue

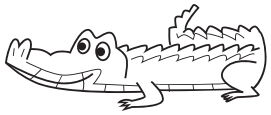
2 TEST

DATE: _____ CLASS: _____

NAME: _____

1 Listen and number. Match. 2.47



- a lizard
- a mouse
- an owl
- an alligator
- a tortoise

____ / 5

2 Read, circle, and match.

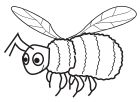
1 What is it? It's **a** / **an** butterfly.

2 What is it? It's **a** / **an** spider.

3 What is it? It's **a** / **an** ant.

4 What is it? It's **a** / **an** bee.

5 What is it? It's **a** / **an** otter.



____ / 5

TOTAL ____ / 10

Blue

1–2 SPEAKING TEST

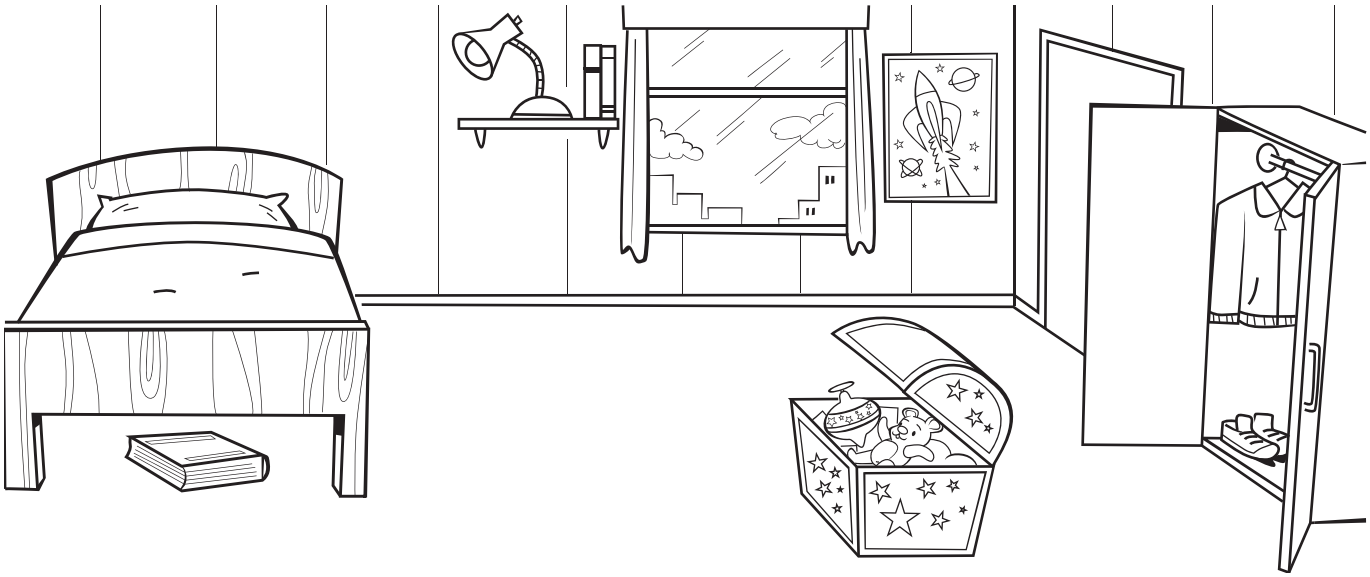
DATE: _____ CLASS: _____

NAME: _____

1 Make five sentences.

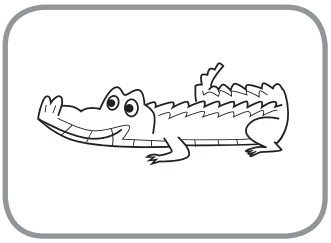
in on under next to

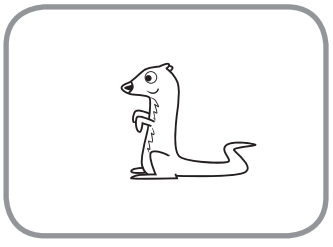
The jacket is in the closet.

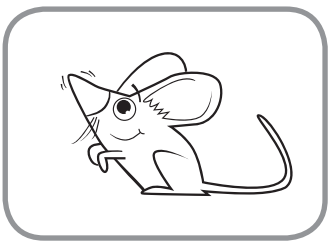


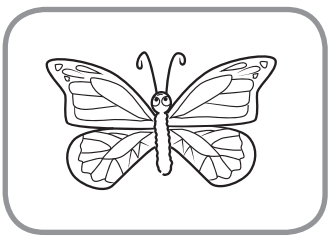
____ / 5

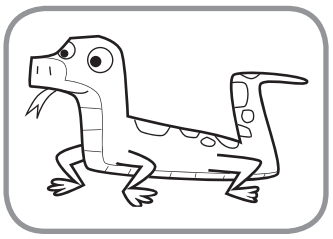
2 Look and say.

1 

2 

3 

4 

5 

____ / 5

TOTAL ____ / 10

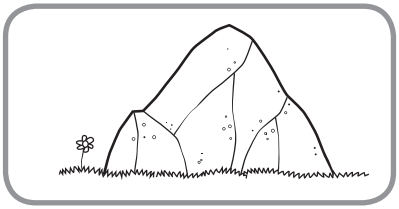
Blue

3 TEST

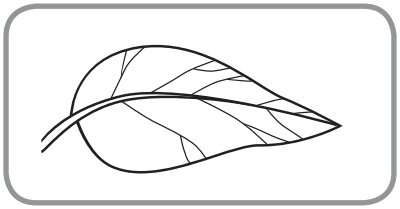
DATE: _____ CLASS: _____

NAME: _____

1 Listen, look, and circle. 2.48

1 

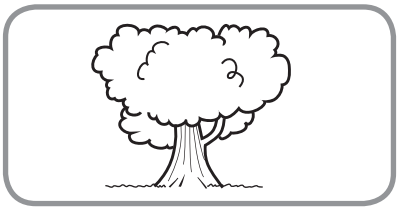
Yes, it is. / No, it isn't.

2 

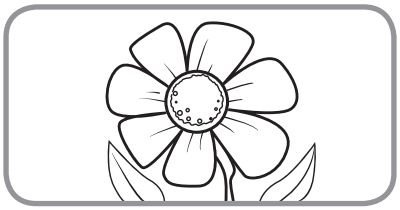
Yes, it is. / No, it isn't.

3

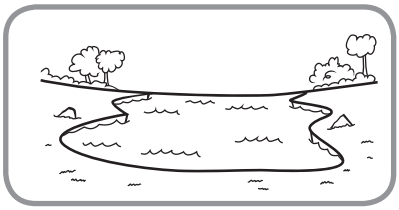
Yes, it is. / No, it isn't.

4 

Yes, it is. / No, it isn't.

5 

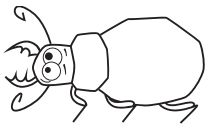
Yes, it is. / No, it isn't.

6 

Yes, it is. / No, it isn't.

____ / 6

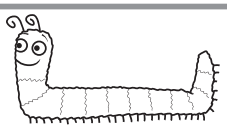
2 Read and make a ✓ or an ✗. Match.

1 

Is it a ladybug? ☐

2

Is it a caterpillar? ☐

3 

Is it a ladybug? ☐

4

Is it a beetle? ☐

- It's a caterpillar.
- It's a snail.
- It's a beetle.
- It's a ladybug.

____ / 4

TOTAL ____ / 10

Blue

4 TEST

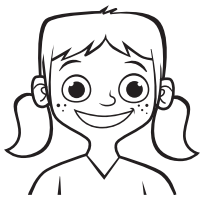
DATE: _____ CLASS: _____

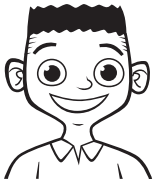
NAME: _____

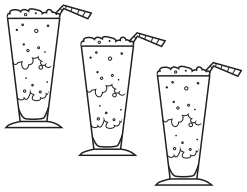
1 Listen and match. 2.49

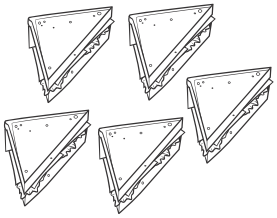
A

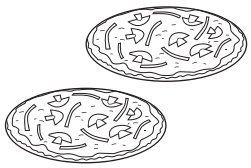
B

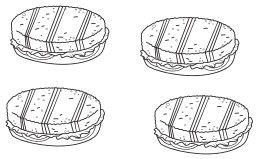
C 

D 









____ / 4

2 Count and write.

eight six three five seven two

1 Can I have _____ apples, please?

2 Can I have _____ pineapples, please?

3 Can I have _____ bananas, please?

4 Can I have _____ peaches, please?

5 Can I have _____ oranges, please?

6 Can I have _____ pears, please?

____ / 6

TOTAL ____ **/ 10**

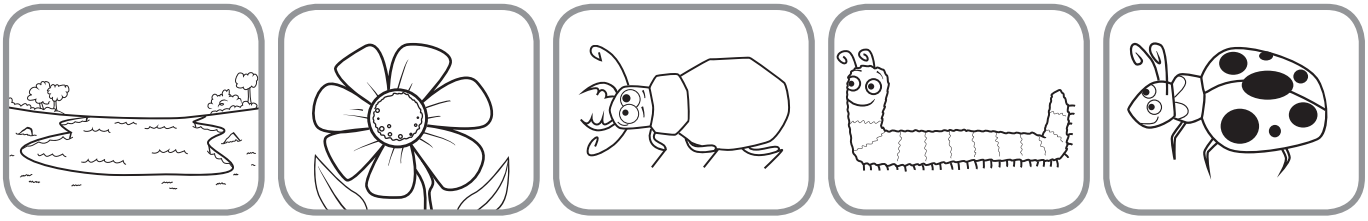
Blue

3–4 SPEAKING TEST

DATE: _____ CLASS: _____

NAME: _____

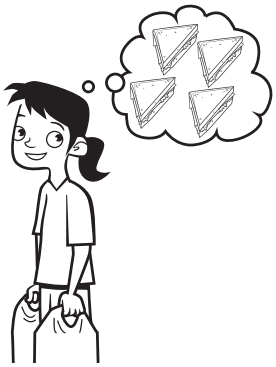
1 Look and say five nature words. Answer the questions.



____ / 5

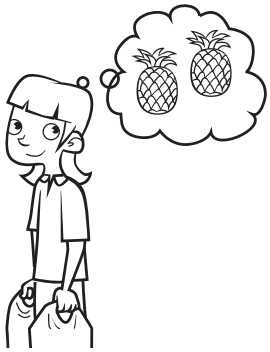
2 Look and say.

1



2

3



4

5

____ / 5

TOTAL ____ / 10

Blue

5 TEST

DATE: _____ CLASS: _____

NAME: _____

1 Listen and number. Circle. 2.50

☐ He's **a firefighter / a bus driver**.

☐ He's **a pilot / a singer**.

☐ She's **a soccer player / a doctor**.

☐ He's **a chef / a vet**.

☐ She's **an astronaut / a teacher**.

____ / 5

2 Read and circle.

1

Is she a singer? Yes, she is. / No, she isn't.
She's **a teacher / an astronaut**.

2

Is she a vet? Yes, she is. / No, she isn't.
She's **an astronaut / a pilot**.

3

Is he a soccer player? Yes, he is. / No, he isn't.
He's **a vet / a chef**.

4

Is he an astronaut? Yes, he is. / No, he isn't.
He's **a doctor / a teacher**.

5

Is he a bus driver? Yes, he is. / No, he isn't.
He's **a firefighter / a chef**.

____ / 5

TOTAL ____ **/ 10**

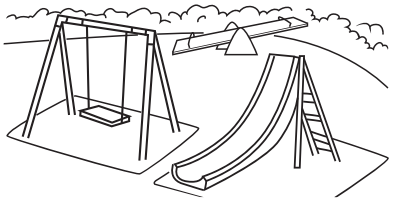
Blue

6 TEST

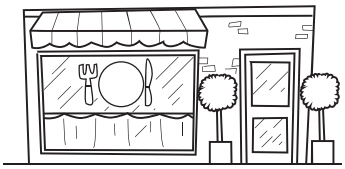
DATE: _____ CLASS: _____

NAME: _____

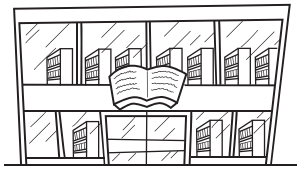
1 Listen, read, and circle. 2.51

1 

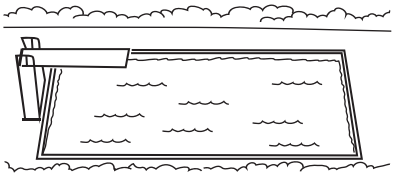
Yes, I can. / No, I can't.

2 

Yes, I can. / No, I can't.

3 

Yes, I can. / No, I can't.

4 

Yes, I can. / No, I can't.

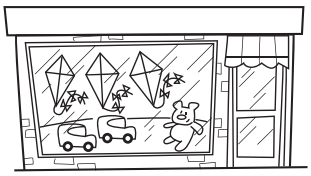
5

Yes, I can. / No, I can't.

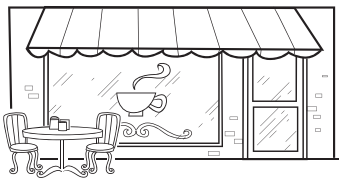
____ / 5

2 What can you see? Look and write.

bookstore supermarket toy store bakery cafe

1 

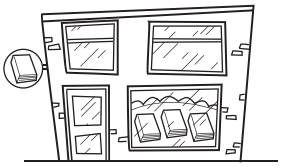
I can see a _____.

2 

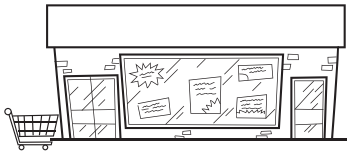
I can see a _____.

3

I can see a _____.

4 

I can see a _____.

5 

I can see a _____.

____ / 5

TOTAL ____ / 10

Blue

5–6 SPEAKING TEST

DATE: _____ CLASS: _____

NAME: _____

1 Look and say five jobs. Answer the questions.

1

2

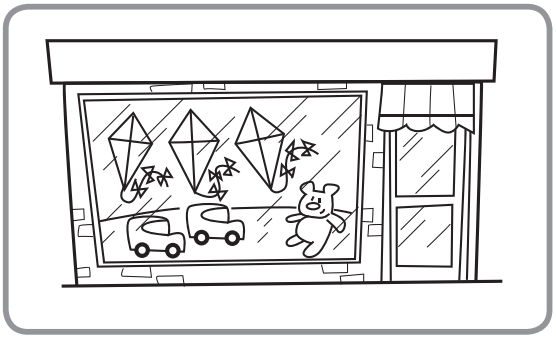
3

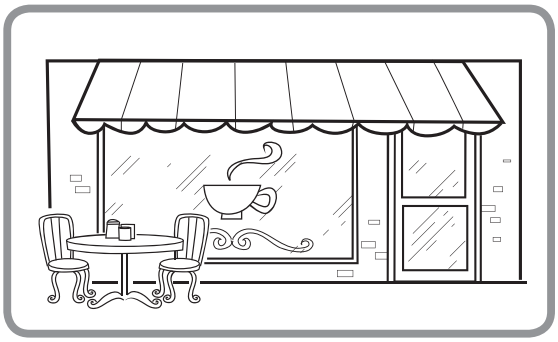
4

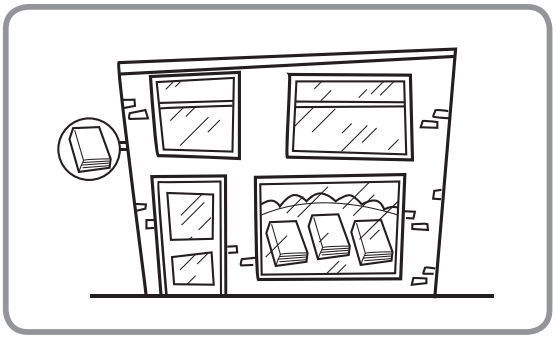
5

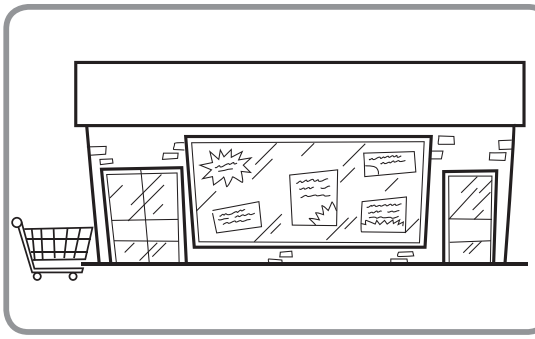
____ / 5

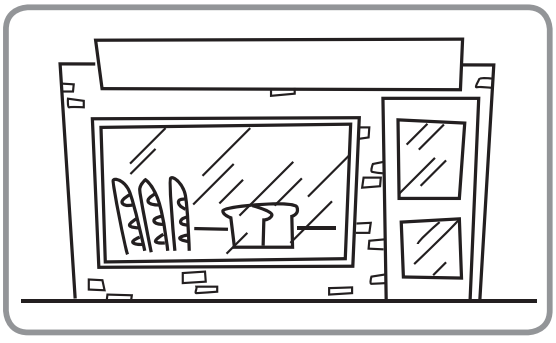
2 Answer the questions. Point and say.











____ / 5

TOTAL ____ **/ 10**

Blue

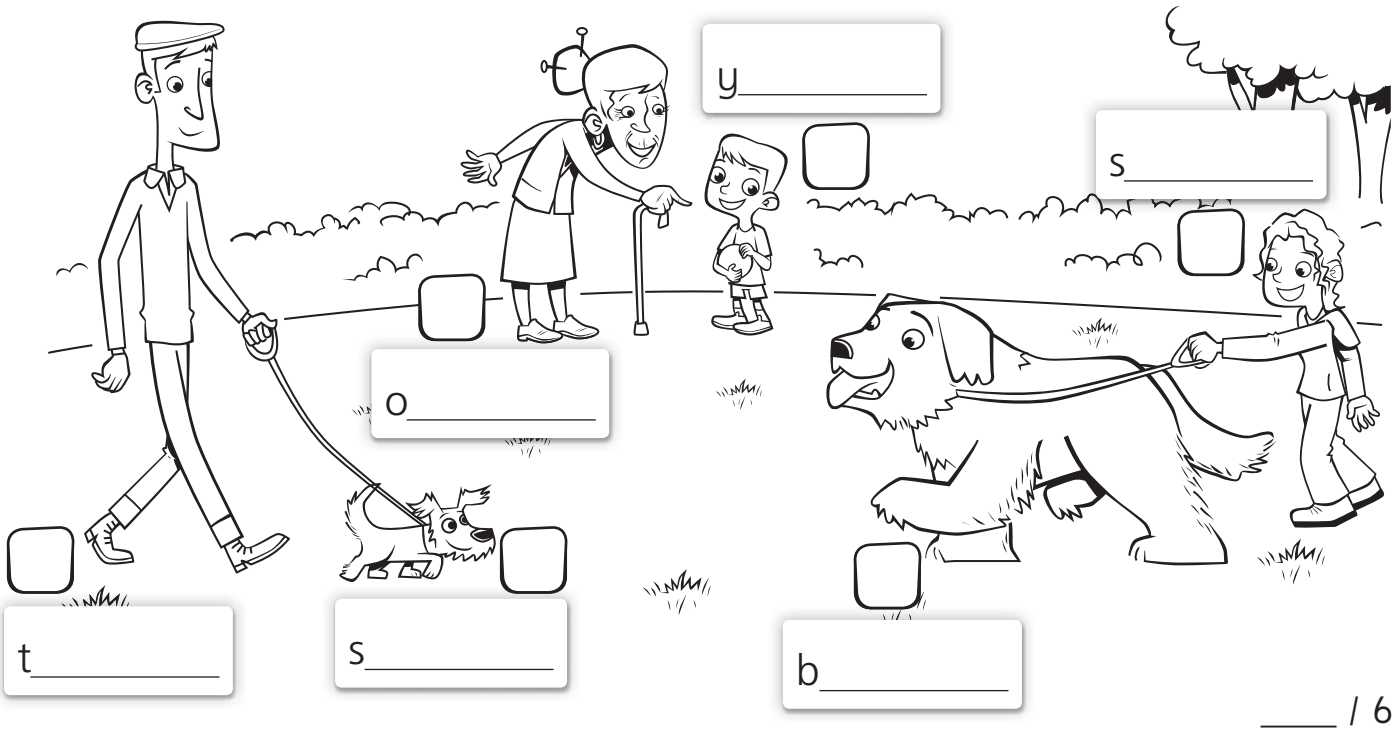
7 TEST

DATE: _____ CLASS: _____

NAME: _____

1 Listen and number. Write. 2.52

short old young small tall big



____ / 6

2 Read and circle.

1

This / That dog is clean / dirty.

2

This / That cat is light / heavy.

3

This / That dog is clean / dirty.

4

This / That cat is light / heavy.

____ / 4

TOTAL ____ / 10

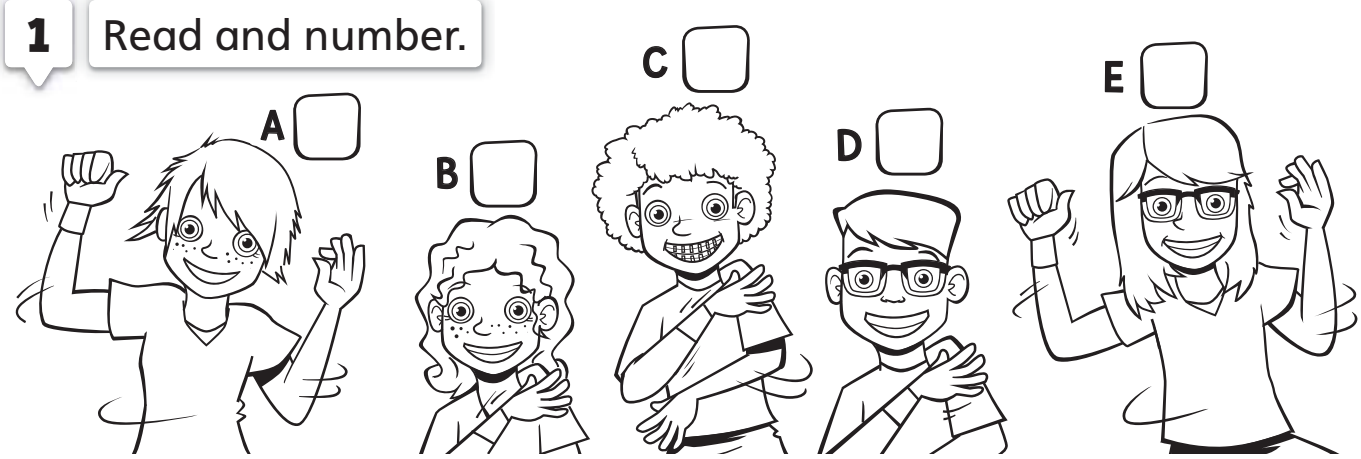
Blue

8 TEST

DATE: _____ CLASS: _____

NAME: _____

1 Read and number.



1 She has straight hair. She has glasses.

2 He has curly hair. He has braces.

3 She has short hair. She has freckles.

4 He has short hair. He has glasses.

5 She has curly hair. She has freckles.

____ / 5

2 Look and write *has* or *doesn't have*.

1

She _____ braces.
She _____ glasses.

2

He _____ braces.
He _____ glasses.

3

He _____ short hair.
He _____ glasses.

4

She _____ straight hair.
She _____ freckles.

5

She _____ curly hair.
She _____ freckles.

____ / 5

TOTAL ____ / 10

Blue

7–8 SPEAKING TEST

DATE: _____ CLASS: _____

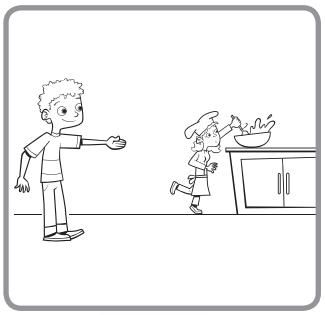
NAME: _____

1 Look and make sentences with ***This*** or ***That***.

clean

heavy

dirty

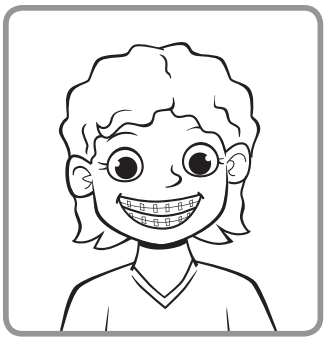


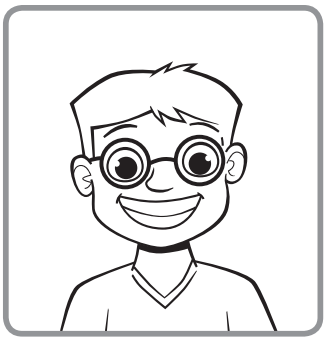
short

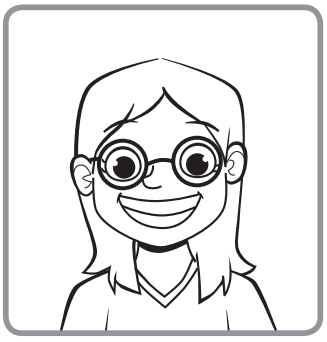
____ / 4

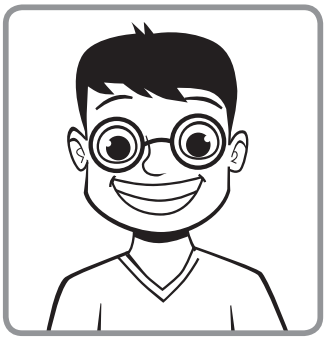
2 Describe the people.

He has ... She has ...









____ / 6

TOTAL ____ **/ 10**

Blue

DATE: _____ CLASS: _____

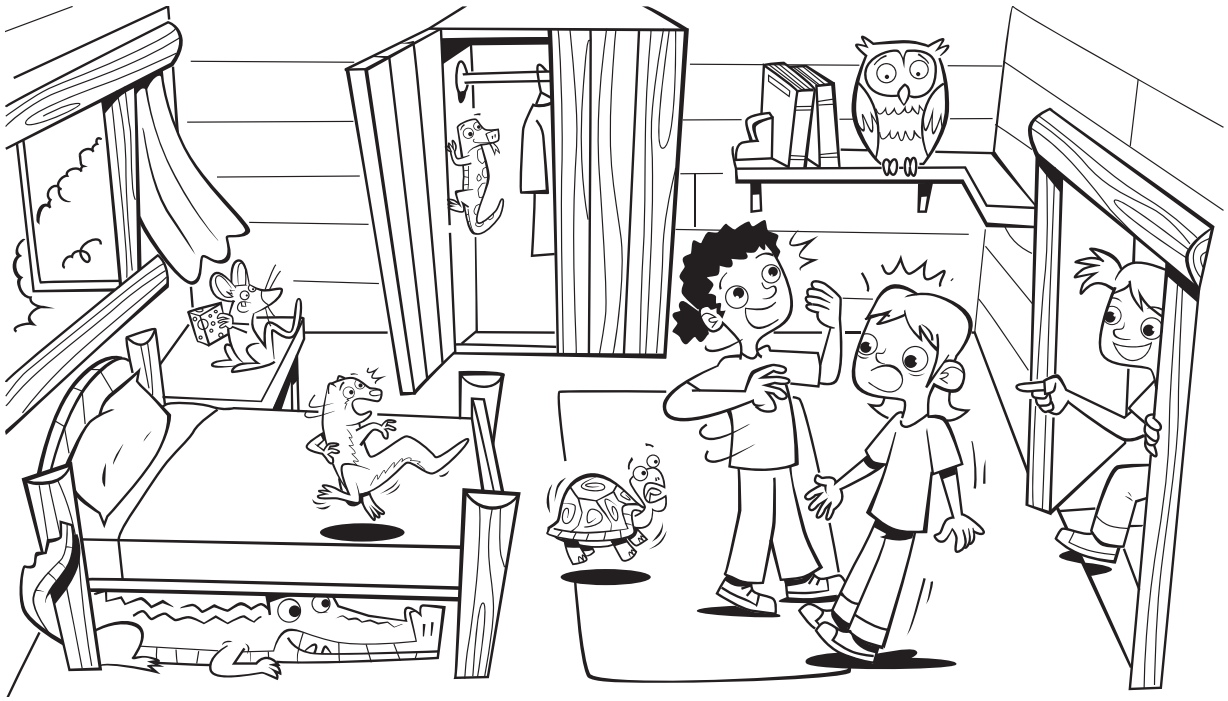
END-OF-YEAR TEST — SPEAKING

NAME: _____

1 Find five animals. Answer the questions.

in on under next to

Where's the otter? The otter is on the bed.



____ / 5

2 Describe the people and say their jobs.

1

2

3

4

5

____ / 5

Blue

DATE: _____ CLASS: _____

END-OF-YEAR TEST

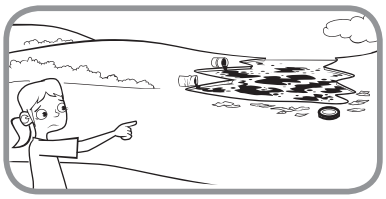
SPEAKING

NAME: _____

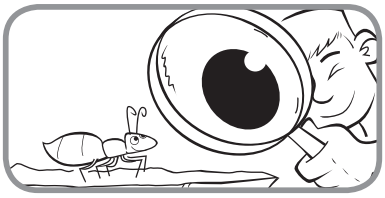
3 Answer the questions. Look and make sentences with ***This*** or ***That***.

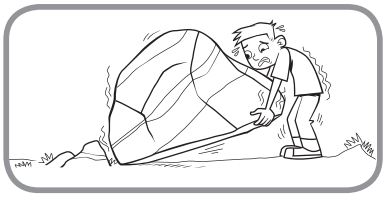
tall heavy small
dirty light

1

2 

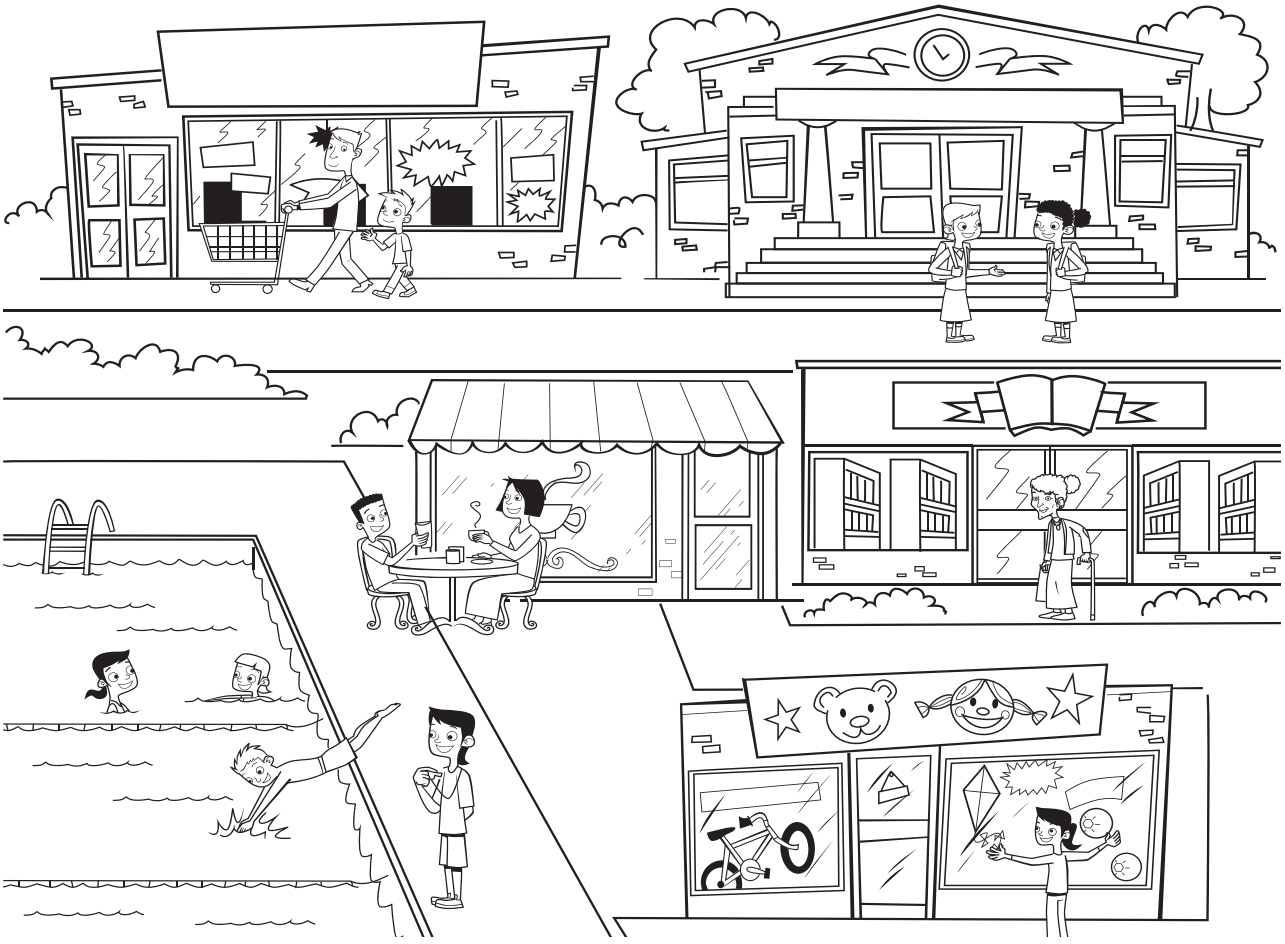
3

4 

5 

____ / 5

4 What can you see? Look and say.



____ / 5

TOTAL ____ / 20

Blue

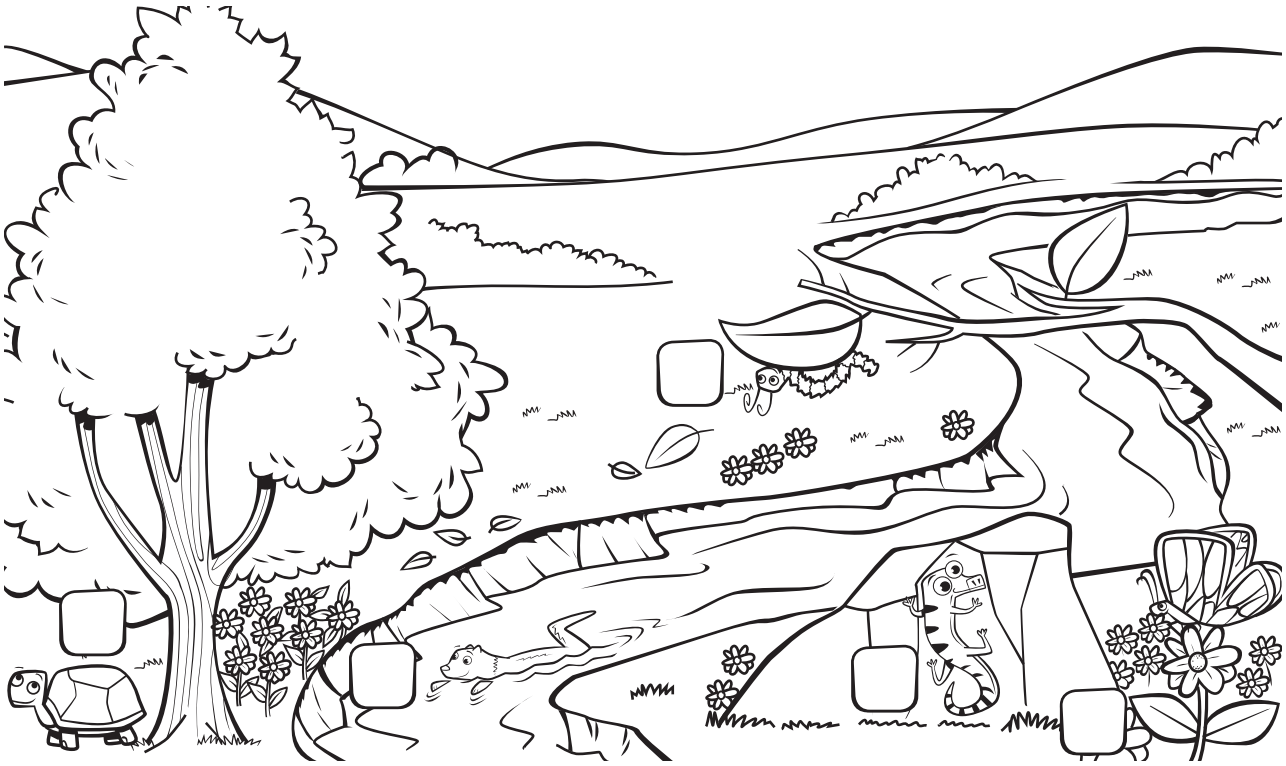
END-OF-YEAR TEST

LISTENING

DATE: _____ CLASS: _____

NAME: _____

1 Listen, find, and number. 2.53



____ / 5

2 Listen and number. Count and write. 2.54

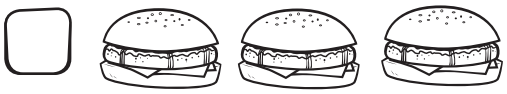
hamburgers pizzas bananas peaches milkshake

Can I have ____ _____, please?

Can I have ____ _____, please?

Can I have ____ _____, please?

Can I have ____ _____, please?


Can I have ____ _____, please?

____ / 5

Blue

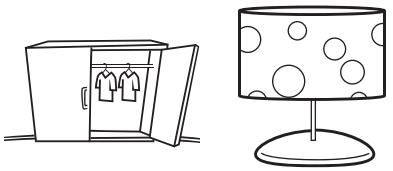
DATE: _____ CLASS: _____

END-OF-YEAR TEST — LISTENING

NAME: _____

3 Listen and circle. Write. 2.55

an ant an apple a lake a closet an alligator

1 

_____

2

_____

3

_____

4

_____

5

_____

____ / 5

4 Listen and circle. Look and match. 2.56

1 Can you see **a swimming pool / a toy store**? ●

2 Can you see **a bus driver / a firefighter**? ●

3 Can you see **a swimming pool / a cafe**? ●

4 Can you see **a chef / a bus driver**? ●

5 Can you see **a library / a cafe**? ●

● Yes, I can.

● No, I can't.

____ / 5

TOTAL ____ / 20

Tests Transcripts

Unit 1

Transcript 2.46

1 Where's the top?
2 Where's the lamp?
3 Where's the rug?
4 Where's the poster?
5 Where's the toy chest?

Unit 2

Transcript 2.47

1 **A:** Look!
B: What is it?
A: It's a mouse!
2 **A:** Look!
B: What is it?
A: It's an alligator!
3 **A:** Look!
B: What is it?
A: It's a lizard!
4 **A:** Look!
B: What is it?
A: It's an owl!
5 **A:** Look!
B: What is it?
A: It's a tortoise!

Unit 3

Transcript 2.48

1 Is it a tree? Is it a tree?
2 Is it a leaf? Is it a leaf?
3 Is it a river? Is it a river?
4 Is it a rock? Is it a rock?
5 Is it a flower? Is it a flower?
6 Is it a lake? Is it a lake?

Unit 4

Transcript 2.49

A **A:** Can I have two pizzas, please?
B: Yes, you can!
B **A:** Can I have four hamburgers, please?
B: Yes, you can!
C **A:** Can I have three milkshakes, please?
B: Yes, you can!
D **A:** Can I have five sandwiches, please?
B: Yes, you can!

Unit 5

Transcript 2.50

1 He's a singer. He's a singer.
2 He's a bus driver. He's a bus driver.
3 She's a soccer player. She's a soccer player.
4 She's an astronaut. She's an astronaut.
5 He's a vet. He's a vet.

Unit 6

Transcript 2.51

1 Can you see a playground?
Can you see a playground?
2 Can you see a supermarket?
Can you see a supermarket?
3 Can you see a library?
Can you see a library?
4 Can you see a swimming pool?
Can you see a swimming pool?
5 Can you see a toy store?
Can you see a toy store?

Unit 7

Transcript 2.52

1 **A:** He's young.
B: He's young.
2 **A:** She's short.
B: She's short.
3 **A:** It's big.
B: It's big.
4 **A:** It's small.
B: It's small.
5 **A:** He's tall.
B: He's tall.
6 **A:** She's old.
B: She's old.

End-of-year test

Transcript 2.53

1 **A:** Where's the otter?
B: It's in the river. The otter is in the river.
2 **A:** Where's the tortoise?
B: It's next to the tree. The tortoise is next to the tree.
3 **A:** Where's the lizard?
B: It's on the rock. The lizard is on the rock.
4 **A:** Where's the butterfly?
B: It's on the flower. The butterfly is on the flower.
5 **A:** Where's the caterpillar.
B: It's under the leaf. The caterpillar is under the leaf.

Transcript 2.54

1 Can I have two pizzas, please?
Can I have two pizzas, please?
2 Can I have a milkshake, please?
Can I have a milkshake, please?
3 Can I have four bananas, please?
Can I have four bananas, please?
4 Can I have three hamburgers, please?
Can I have three hamburgers, please?
5 Can I have three peaches, please?
Can I have three peaches, please?

Transcript 2.55

1 **A:** What is it?
B: It's a closet.
2 **A:** What is it?
B: It's a lake.
3 **A:** What is it?
B: It's an alligator.
4 **A:** What is it?
B: It's an ant.
5 **A:** What is it?
B: It's an apple.

Transcript 2.56

What can you see?

1 Can you see a toy store?
Can you see a toy store?
2 Can you see a firefighter?
Can you see a firefighter?
3 Can you see a swimming pool?
Can you see a swimming pool?
4 Can you see a bus driver?
Can you see a bus driver?
5 Can you see a library?
Can you see a library?